

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION & REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS
WASHINGTON, D.C. 20202

FISCAL YEAR 2011

**APPLICATION FOR NEW GRANTS UNDER THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
(IDEA)**

**PERSONNEL DEVELOPMENT TO IMPROVE SERVICES AND
RESULTS FOR CHILDREN WITH DISABILITIES
(CFDA 84.325)**

**PREPARATION OF LEADERSHIP PERSONNEL
(CFDA 84.325D)**

**PERSONNEL PREPARATION IN SPECIAL EDUCATION,
EARLY INTERVENTION, AND RELATED SERVICES
(CFDA 84.325K)**

**SPECIAL EDUCATION PRESERVICE PROGRAM
IMPROVEMENT GRANTS
(CFDA 84.325T)**



DATED MATERIAL: OPEN IMMEDIATELY

CLOSING DATE: MAY 31, 2011

FORM APPROVED — OMB No. 1820-0028. EXP. DATE: 07/31/2013

CONTENTS

Applicant Letter	A1
Notice Inviting Applicants	A5
<i>Federal Register</i> Notice	A5
Submission Procedures and Tips for Applicants	A43
Priority Description and Selection Criteria.....	B1
Preparation of Leadership Personnel (CFDA No. 84.325D)	B2
Selection Criteria and Format for 84.325D	B13
Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA No. 84.325K)	B16
Special Education Preservice Program Improvement Grants (CFDA No. 84.325T).....	B28
Selection Criteria and Format for 84.325K and 84.325T	B38
General Information on Completing an Application.....	C1
Application Transmittal Instructions and Requirements for Intergovernmental Review	D1
Appendix	D4
Intergovernmental Review of Federal Programs.....	D5
State Single Points of Contact (SPOCs)	D6
Notice to All Applicants Ensuring Equitable Access and Application Forms and Instructions	E1
Part I: Application for Federal Assistance (SF-424)	E5
Part II: Budget Information (Form 524).....	E16
Part III: Application Narrative	E21
Part IV: Assurances and Certifications	E22
Assurances — Non-Construction Programs	E22
Certification Regarding Lobbying	E24
Disclosure of Lobbying Activities	E25
Survey on Ensuring Equal Opportunity for Applicants	E28
DUNS Number Instructions	E30
Grant Application Receipt Acknowledgement	E31
Grant and Contract Funding Information.....	E31

PAPERWORK BURDEN STATEMENT

According to the *Paperwork Reduction Act of 1995*, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0028. The time required to complete this information collection is estimated to average 45 hours and 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
Washington, DC 20202-4651

If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

Office of Special Education Programs
U.S. Department of Education
400 Maryland Ave. SW, PCP 4106
Washington, DC 20202-2600

APPLICANT LETTER

Dear Applicant:

This application packet contains information and the required forms for you to use in submitting a new application for funding under one program authorized by the Individuals with Disabilities Education Act (IDEA). This packet covers three competitions under the Personnel Development to Improve Services and Results for Children with Disabilities (CFDA 84.325) Program.

An application for an award must be: (1) hand-delivered, submitted electronically or mailed by the closing date; and, (2) for paper applications, have an original signature on at least one copy of the assurances and certifications (Part IV of the application form). It is also important to include the appropriate Catalog of Federal Domestic Assistance (CFDA) numeric and alpha in Item #4 on ED Form 424 (CFDA Nos. 84.325D, 84.325K, or 84.325T) for paper applications.

Please note the following:

- APPLICATION SUBMISSION. Based on the precautionary procedures the U.S. Postal Service is using to process mail, we are experiencing delays in the delivery of mail to the Department. Therefore, you may want to consider sending your application by overnight courier or submitting your application electronically.
- GRANTS.GOV APPLICATION SUBMISSION. Applications for grants under this competition may be submitted electronically using the Grants.gov Apply site (www.Grants.gov). Please read carefully the document that we have included on page A-46, which includes helpful tips about submitting electronically using the Grants.gov Apply site. **Also, applicants are required to upload their attachments in .pdf format only.** Please note that you must follow the Application Procedures as described in the Federal Register notice announcing this grant competition. Information (including dates and times) about how to submit your application electronically, or by mail or hand delivery, can also be found in section D-1 of this application package, Application Transmittal Instructions and Requirements for Intergovernmental Review. Additional instructions for sending applications electronically are provided on page E-4, Application Forms and Instructions for Grants.gov Applications.
- MAXIMUM AWARD AMOUNT. In addition to providing detailed budget information for the total grant period requested, the competitions included in this package have maximum award amounts. Please refer to the specific information for the priority/competition to which you are submitting an application (i.e., Section B of this package). Please be advised that for the priority in this package, the maximum award amount covers all project costs including indirect costs.
- STRICT PAGE LIMITS. The competitions included in this package limit the Part III Application Narrative to a specified number of double-spaced pages. This page limitation applies to all material presented in the application narrative. (Please refer to the specific requirements on page limits for the priority/competition to which you are submitting an application, Section B of this package). The Department will reject, and will NOT consider an application that does not adhere to the page limit requirements for the competition.
- FORMAT FOR APPLICATIONS. Additional information regarding formatting applications has been included on Pages C-3 and C-4 of the "General Information on Completing an Application" section of this package. Please note that charts, tables, figures, graphs, and logic models **can** be single spaced and placed in an Appendix A. Reviewers will be instructed to review the content of Appendix A as they do the application narrative but will not be required to review any other appendices. Appendix A is to be used only for charts,

tables, figures, graphs, and logic models that provide information directly relating to the application requirements for the narrative—it should not be used for supplementary information.

- **PROTECTION OF HUMAN SUBJECTS IN RESEARCH.** The discretionary grant Application Form SF 424 requires applicants to indicate whether they plan to conduct research involving human subjects at any time during the proposed project period. The Protection of Human Subjects in Research Attachment is an integral part of the SF 424 form. It includes information that applicants need to complete the protection of human subjects item and, as appropriate, to provide additional information to the Department regarding human subjects research projects. Additional information on completing the protection of human subjects item is also available and can be accessed on the INTERNET at:

www.ed.gov/about/offices/list/ocfo/gcsindex.html

<http://www.ed.gov/about/offices/list/ocfo/humansub.html>

- **RESPONSE TO GPRA.** As required by the Government Performance and Results Act (GPRA) of 1993 OSEP has developed a strategic plan for measuring GPRA performance. The program included in this announcement is authorized under Part D - National Activities to Improve Education of Children with Disabilities of the Individuals with Disabilities Education Act. The Office of Special Education Programs (OSEP) will collect information to assess progress and performance. See Performance Measures included in the Priority Description section of this application package. Applicants are encouraged to consider this information as applications are prepared.
- **COPIES OF THE APPLICATION.** Current Government-wide policy requires that an original and two copies need to be submitted. OSEP would appreciate receiving three additional copies to facilitate the peer review process. This would mean an original and two copies need to be submitted and we would appreciate your voluntarily submitting an additional three copies (six applications in all). If you are submitting your application electronically, you do not need to submit paper copies of the application. Please note: If an application is recommended for funding and a grant award is issued, we will contact the applicant to request an electronic copy of the application in MS Word or a PDF file. The Department is moving toward an electronic grant filing system and an electronic copy of all applications that are being funded will facilitate this effort.

The Office of Special Education Programs (OSEP) will conduct two informational webinars to explain the programmatic, administrative, and application requirements of two competitions. Each webinar will last no more than 1.5 hours and will include an opportunity for eligible applicants to ask questions about the competitive preference requirements, as applicable, and the application submission process.

For those considering applications under CFDA 84.325K, Personnel Preparation in Special Education, Early Intervention, and Related Services, an informational webinar will be held on Friday, April 22, at 2:00 p.m. EDT. Please register now by going to <http://tadnet.ilinc.com> and click on “public sessions.” Then, check the box that corresponds to the Personnel Development Program webinar for April 22, at 2:00 p.m., to receive instructions for log-in. On April 22, join at <https://tadnet.ilinc.com/join/xtbfxcp>. The Primary Dial-In is 1-888-447-7153, and the passcode is 734277.

For those considering applications under CFDA 84.325T, Special Education Preservice Program Improvement Grants, an informational webinar will be held on Thursday, April 21, at

3:00 p.m. EDT. Please register now by going to <http://tadnet.ilinc.com> and click on “public sessions.” Then, check the box that corresponds to the Personnel Development Program webinar for April 21, at 3:00 p.m., to receive instructions for log-in. On April 21, join at <https://tadnet.ilinc.com/join/bbtcpbp>. The Primary Dial-In is 1-888-447-7153, and the passcode is 734277.

Prior to joining a webinar, please read the entire application package to determine if a priority or focus area is suited to the needs of your institution of higher education, and please bring a copy of this application package to the webinar.

The webinars will be archived for later review. Email the contact listed below after the webinar for the link to the archived webinar. [If you need accommodations, please email the contact listed below three days prior to the webinar.](#) Participation in a webinar is optional for all applicants and is not a requirement prior to submitting an application. Contacts for each competition are:

- Personnel Preparation in Special Education, Early Intervention, and Related Services, CFDA 84.325K, Maryann McDermott, 202-245-7439 or maryann.mcdermott@ed.gov
- Special Education Preservice Program Improvement Grants, CFDA 84.325T, Tina Diamond, 202-245-6674 or tina.diamond@ed.gov.

A contact person is available to provide information to you regarding this competition. Please refer to the name of the program contact at the end of the priority description. OSEP also provides information on developing performance measures and logic models at www.tadnet.org/model_and_performance to assist you in preparing a quality application. For information about other U.S. Department of Education grant and contract opportunities, we encourage you to use the Department's grant information web page which can be accessed on the INTERNET at:

<http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>

We appreciate your efforts to improve the provision of services for individuals with disabilities.

Sincerely,

_____/s/_____
Lawrence J. Wexler, Ed.D.
Director
Research to Practice Division
Office of Special Education Programs

NOTICE INVITING APPLICANTS

FEDERAL REGISTER NOTICE

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Personnel Development to Improve Services and Results for Children with Disabilities AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice.

Overview Information:

Notice inviting applications for new awards for fiscal year (FY) 2011.

Catalog of Federal Domestic Assistance (CFDA) Numbers:

84.325D, 84.325K, and 84.325T.

Note: This notice invites applications for three separate competitions. For key dates, contact person information, and funding information regarding each competition, see the chart in the Award Information section of this notice.

Dates:

Applications Available: See chart.

Deadline for Transmittal of Applications: See chart.

Deadline for Intergovernmental Review: See chart.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purposes of this program are to (1) help address State-identified needs for highly qualified personnel--in special education, related services, early intervention, and regular education--to work with children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically-based research and experience, to be successful in serving those children.

Priorities: In accordance with 34 CFR 75.105(b)(2)(iv), these priorities are from allowable activities specified in the statute (see sections 662 and 681 of the Individuals with Disabilities Education Act (IDEA)). Each of the absolute priorities announced in this notice corresponds to a separate competition as follows:

Absolute Priority	Competition CFDA Number
Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel	84.325D
Personnel Preparation in Special Education, Early Intervention, and Related Services	84.325K
Special Education Preservice Program Improvement Grants	84.325T

Absolute Priorities: For FY 2011 and any subsequent year in which we make awards based on the list of unfunded applications from these competitions, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3), for each competition, we consider only applications that meet the absolute priority for that competition.

The priorities are:

Absolute Priority 1--Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (84.325D).

Background:

There continues to be a persistent need for special education, early intervention, and related services personnel who are prepared at the doctoral and postdoctoral levels to fill faculty and research positions (Smith, Pion, & Tyler, 2004; Smith, Robb, West and Tyler, 2010; Woods & Snyder, 2009). Further, according to Lashley & Boscardin (2003), there is a need for personnel who are prepared at the graduate level (i.e., masters, education specialist, and doctoral degrees, depending on State certification requirements) to fill special education and early intervention administrator positions.

Federal support is needed to increase the supply of these personnel and ensure that they have the necessary knowledge and skills to assume special education, early intervention, and related services leadership positions in universities, State educational agencies (SEAs), State lead agencies (State LAs), local educational agencies (LEAs), local lead agencies (local LAs), schools, or programs. Critical competencies for special education, early intervention, and related services leadership personnel vary depending on the type of personnel preparation program; however, these competencies often include teaching skills, administrative skills,¹ and research skills as well as current knowledge of effective interventions that improve academic and functional outcomes for children with disabilities, including high-need children with disabilities. For the purpose of this priority, "high-need children with disabilities" refers to children (ages birth through twenty-one, depending on the State) who are eligible for services

¹For an example of standards for administrative skills, see the performance-based standards for a special education administrator developed by the Council for Exceptional Children (CEC) at: www2.astate.edu/dotAsset/118756.pdf.

under IDEA, and who may be further disadvantaged and at risk of educational failure because they: (1) are living in poverty, (2) are far below grade level, (3) are at risk of not graduating with a regular high school diploma on time, (4) are homeless, (5) are in foster care, (6) have been incarcerated, (7) are English learners, (8) are pregnant or parenting teenagers, (9) are new immigrants, (10) are migrant, or (11) are not on track to being college- or career-ready by graduation.

Priority:

The purpose of the Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel priority is to increase the quantity of special education, early intervention, and related services personnel who have been prepared at the graduate and advanced graduate levels, and who are well-qualified for, and can effectively carry out, leadership positions in universities, SEAs, State LAs, LEAs, local LAs, schools, or programs. This priority supports two types of programs that prepare leadership personnel:

Type A programs are designed to prepare, at the advanced graduate level, higher education faculty and researchers in early intervention, special education, or related services. Type A programs culminate in a doctoral degree or provide postdoctoral learning opportunities. Note: Preparation that leads to clinical doctoral degrees in related services (e.g., a Doctor of Audiology (AuD) degree or Doctor of Physical Therapy (DPT) degree) are not included as part of this priority. Preparation programs that lead to a clinical doctoral degree are eligible to apply for funding under the Personnel Preparation in Special Education, Early Intervention, and Related Services priority (CFDA 84.325K) announced elsewhere in this notice.

Type B programs are designed to prepare, at the graduate or advanced graduate levels, special education or early intervention administrators to work in SEAs, State LAs, LEAs, local LAs, schools, or programs. The applicant, based on State certification requirements for some positions, can determine whether the proposed Type B program prepares personnel for one or more administrative position(s). Type B programs prepare personnel for positions such as SEA special education administrators, LEA special education directors or regional directors, school-based special education directors, preschool coordinators, and early intervention coordinators. Type B programs culminate in a master's, education specialist, or doctoral degree. The Office of Special Education Programs (OSEP) intends to fund in FY 2011 at least three high-quality applications proposing Type B programs and may fund these applications out of rank order. Note: The preparation of school principals is not included as part of this priority.

Note: Applicants must identify the specific program type, A or B, for which they are applying for funding as part of the competition title on the application cover sheet (SF form 424, item 15). Applicants may not submit the same proposal for more than one program type.

To be considered for funding under the Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel absolute priority, both Type A and Type B program applicants must meet the application requirements contained in the priority. All projects funded under the absolute priority also must meet the programmatic and administrative requirements specified in the priority.

These requirements are as follows:

(a) Demonstrate, in the narrative section of the application, under “Quality of Project Services,” how--

(1) The program prepares leadership personnel to address the specialized needs of high-need children with disabilities (as defined in the background statement for this absolute priority). To address the needs of this population, the proposed program must--

(i) Identify the competencies needed by leadership personnel to either effectively teach others how to implement, or directly administer or conduct further research on, programs or interventions that improve the academic or functional outcomes of high-need children with disabilities; and

(ii) Prepare leadership personnel to apply these competencies in a variety of settings, including in high-need LEAs,² high-poverty schools,³ and low-performing schools, including persistently lowest-achieving schools.⁴

²For purposes of this priority, the term high-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

³For the purposes of this priority, the term high-poverty school means a school in which at least 50 percent of students are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act or in which at least 50 percent of students are from low-income families as determined using one of the criteria specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

⁴For purposes of this priority, the term persistently lowest-achieving schools is defined according to the final requirements for School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA), which were published in the Federal Register on October 28, 2010 (75 FR 66363). According to Section I.A.3 of these requirements, the term “persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(2) All relevant coursework for the proposed program reflects current research and pedagogy, as appropriate,

on--

(i) Participation and achievement in the general education curriculum and improved outcomes for all children with disabilities, including high-need children with disabilities;

(ii) The provision of early intervention services in natural environments to improve outcomes for infants and toddlers with disabilities, including high-need children with disabilities and their families; and

(iii) The competencies needed to work in high-need LEAs, high-poverty schools, low-performing schools, including persistently lowest-achieving schools, and publically-funded preschool programs, including Head Start programs and early intervention programs serving children eligible for services under Part C, located within the geographic boundaries of a high-need LEA.

(3) The program is designed to integrate coursework with practicum opportunities (e.g., interning in a program or school serving high-need children with disabilities) that will enhance the competencies of leadership personnel to effectively--

(i) Serve in a variety of positions, including positions that involve research, personnel preparation, or leadership at the university, SEA, State LA, LEA, local LA, school, or program level;

(ii) Work in a variety of leadership settings, particularly those in high-need LEAs with programs and schools serving high-need children with disabilities;

(iii) Collaborate and work with regular education personnel;

(iv) Incorporate universal design for learning principles⁵ into curricula and instructional practice; and

(v) Integrate instructional and assistive technologies into the delivery of services.

(4) The proposed leadership program ensures that scholars⁶ are knowledgeable about-

(b) To identify the lowest-achieving schools, a State must take into account both-- (i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

⁵For purposes of this priority, the term universal design for learning has the meaning provided for the term under the Higher Education Act of 1965, as amended: "a scientifically valid framework for guiding educational practice that--(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient" (20 U.S.C. 1003(24)). For consistency across U.S. Department of Education programs, we use this definition for priorities that intend to prepare personnel to teach and work in schools and other settings.

⁶For the purposes of this priority, the term scholar means an individual who is pursuing a degree, license, endorsement, or certification related to special education, related services, or early intervention services and who receives scholarship assistance under section 662 of IDEA (see 34 CFR 304.3(g)).

(i) Applicable laws that affect children with disabilities, including IDEA, the Elementary and Secondary Education Act of 1965, as amended (ESEA), and the Head Start Act, as appropriate;

(ii) The requirements for highly qualified teachers under IDEA and the ESEA;

(iii) The strategies that foster collaboration among personnel serving children with disabilities; and

(iv) The collection, analysis, and use of data on early learning outcomes,⁷ student achievement,⁸ or student growth⁹ to improve teaching and learning.

(b) Include, in the narrative section of the application under “Quality of Project Evaluation,” a clear, effective plan for evaluating the outcomes of the proposed leadership project. The plan must include a description of how the project will--

(1) Incorporate the use of evaluation methodologies that demonstrate the effectiveness of the proposed program, including its effect on the acquisition of scholar competencies described in the application; and

(2) Objectively collect, analyze, and use these and other formative evaluation data to improve the program on an ongoing basis. In the application, the applicant must clearly describe how the project will report these evaluation results to OSEP in the grantee’s annual and final performance reports.

(c) Include, in the application appendix, all course syllabi, in their entirety, for the proposed preparation program and a logic model that depicts, at a minimum, the goals, activities, outputs, and outcomes of the proposed project. A logic model communicates how a project will achieve its outcomes and provides a framework for both the formative and summative evaluations of the project.

Note: The following Web sites provide more information on logic models:

www.researchutilization.org/matrix/logicmodel_resource3c.html and

www.tadnet.org/model_and_performance.

(d) Include, in an application appendix, course syllabi that clearly incorporate research-based curriculum and pedagogy as required under paragraph (a) of this priority, along with the

⁷For purposes of this priority, early learning outcomes are defined to include information on child development in the areas of physical well-being and motor development, social-emotional development, language and literacy development, and cognition and general knowledge, including early numeracy and early scientific development.

⁸For the purpose of this priority student achievement means--(a) For tested grades and subjects: (1) A student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across schools. (b) For non-tested grades and subjects: Alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

⁹For the purposes of this priority student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

syllabi for all research methods, evaluation methods, or data analysis courses required by the degree program and elective research methods, evaluation methods, or data analysis courses that have been completed by more than one student enrolled in the program in the last four years.

(e) Provide, in the application narrative, a detailed description of the program that includes the sequence of courses offered in the program and a comprehensive curriculum designed to meet program goals and obtain mastery in the following professional domains, as appropriate--

- (1) Research methodology;
- (2) Personnel preparation;
- (3) Policy or professional practice; or
- (4) Administration practices or techniques.

(f) Demonstrate in the application narrative the existence of national, State, or regional needs using appropriate and applicable data. The applicant must provide evidence of the need for the leadership personnel they are proposing to prepare.

(g) Certify in the application that the applicant intends that all scholars recruited into the program will graduate from the program by the end of the grant's project period.

(h) Meet the statutory requirements in section 662(e) through 662(h) of IDEA.

(i) Ensure that at least 65 percent of the total requested budget per year will be used for scholar support or provide justification in the application narrative for any designation less than 65 percent. Examples of sufficient justification for proposing less than 65 percent of the budget for scholar support include:

(1) A project servicing rural areas that provides long-distance personnel preparation, and requires Web Masters, adjunct professors, or mentors to operate effectively.

(2) A project that is expanding or adding a new area of emphasis to the program and, as a result of this expansion, needs additional faculty or other resources, such as expert consultants, additional teaching supplies, or equipment that would enhance the program.

Note: Applicants proposing projects that expand or add a new area of emphasis to special education, early intervention, or related services programs must provide, in their applications, data on the need for the expansion and information on how these new areas will be sustained once Federal funding ends.

(j) Certify in the application that the institution will not require scholars recruited into the program to work as a condition of receiving a scholarship (e.g., as graduate assistants), unless the work is required to complete their personnel preparation program. Please note that this

prohibition on work as a condition of receiving a scholarship does not apply to the service obligation requirements in section 662(h) of IDEA.

(k) Budget for attendance at a three-day Project Directors' meeting in Washington, DC, during each year of the project.

(l) If the project maintains a Web site, include relevant information and documents in a format that meets government or industry-recognized standards for accessibility.

(m) Submit annual data on each scholar who receives grant support. Applicants are encouraged to visit the Personnel Development Scholar Data Report Web site at: <http://oseppdp.ed.gov> for further information about this data collection requirement. Typically, data collection begins on or around November 1st of each year, and grantees are notified by e-mail about the data collection period for their grant. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590).

Competitive Preference Priorities: Within this absolute priority, we give competitive preference to applications that meet one or more of the following priorities. For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority 1: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Applicants for Type A or Type B programs that demonstrate an established relationship with one or more high-need LEAs or publically-funded preschool programs, including Head Start programs or early intervention programs serving children eligible for services under Part C of the IDEA, located within the geographic boundaries of a high-need LEA that will provide scholars with a high-quality practicum experience in a high-poverty school, which may include a professional development school, or in a publically-funded preschool or early intervention program.

Competitive Preference Priority 2: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Applicants for Type B programs that provide a syllabus or syllabi for a new or existing course, or series of courses, that show(s) that the course or courses include or will include: (1) a discussion of applicable research and evaluation findings on the use of data on early learning outcomes, student achievement, or student growth in evaluating the effectiveness of early

intervention providers, related services providers, teachers, and principals; (2) methodological and statistical considerations in conducting an evaluation of the effectiveness of these personnel based on early learning outcomes, student achievement, or student growth data; and (3) an opportunity for scholars to review and critique one or more real-world applications of evaluating the effectiveness of early intervention providers, related services providers, teachers, and principals.

Competitive Preference Priority 3: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Applicants for Type A or Type B programs that prepare leadership personnel who will prepare others to work with children, including infants and toddlers, who are deaf or hard of hearing to teach them listening and spoken language skills.

Note: Five is the maximum amount of competitive preference points an applicant can receive. Applicants must include in the one-page abstract submitted with the application a statement indicating which competitive preference priorities they have addressed.

References:

- Lashley, C., & Boscardin, M.L. (2003). Special education administration at the crossroads: Availability, licensure, and preparation of special education administrators. Gainesville, FL: Center on Personnel Studies in Special Education, University of Florida. Retrieved February 24, 2010, from www.coe.ufl.edu/copsse/docs/IB-8/1/IB-8.pdf. National Council for Accreditation of Teacher Education (2009). What is a professional development school? Retrieved June 29, 2009, from <http://www.ncate.org/public/>
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Absolute Priority 2—Personnel Preparation in Special Education, Early Intervention, and Related Services (84.325K).

Background:

State demand for fully credentialed early intervention, special education, and related services personnel to serve infants, toddlers, and children with disabilities exceeds the available supply (Bruder, 2004a; Bruder 2004b; McLeskey & Billingsley, 2008; and McLeskey, Tyler & Flippin, 2004). For example, the existing 65 deaf or hard of hearing teacher preparation programs, generating teachers at their current rate, will not be able to adequately address the increasing number of students qualifying for such services. Personnel shortages can negatively impact the quality of services provided to infants, toddlers, and children with disabilities and their families when positions are not filled by fully credentialed personnel (McLeskey et.al, 2004).

Personnel preparation programs that prepare personnel to enter the fields of early intervention, special education, and related services with the necessary skills and knowledge to implement evidence-based practices are critical to meet the personnel shortages in the field. Federal support of personnel preparation programs is needed to increase the supply of personnel with the necessary skills and knowledge to successfully serve infants, toddlers, and children with disabilities and their families.

Priority:

The purpose of the Personnel Preparation in Special Education, Early Intervention, and Related Services priority is to improve the quality and increase the number of personnel who are fully credentialed to serve children, including infants and toddlers, with disabilities--especially in areas of chronic personnel shortage--by supporting projects that prepare early intervention, special education, and related services personnel at the associate, baccalaureate, master's, and specialist levels. In order to be eligible under this priority, programs must prepare and support scholars¹⁰ to complete, within the project period of the grant, a degree, State certification, professional license, or State endorsement in early intervention, special education, or a related services field. Programs preparing scholars to be special education paraprofessionals, assistants in related services professions (e.g., physical therapist assistants, occupational therapist assistants), or educational interpreters are also eligible under this priority.

Programs that provide an alternate route to certification or that support dual certification (special education and regular education) for teachers are eligible as well.

¹⁰For the purposes of this priority the term scholar means an individual who is pursuing a degree, license, endorsement, or certification related to special education, related services, or early intervention services and who receives scholarship assistance under section 662 of IDEA (see 34 CFR 304.3(g)).

To be considered for funding under the Personnel Preparation in Special Education, Early Intervention, and Related Services absolute priority, applicants must meet the application requirements contained in the priority. All projects funded under this absolute priority also must meet the programmatic and administrative requirements specified in the priority. These requirements are as follows:

(a) Demonstrate, in the narrative section of the application under “Quality of Project Services,” how--

(1) Personnel preparation requirements and required coursework for the proposed program incorporate research-based practices that improve outcomes for children with disabilities (including relevant research citations);

(2) The program is designed to integrate coursework with practicum opportunities that will enhance the competencies of special education personnel to effectively--

(i) Serve and instruct children with disabilities;

(ii) Collaborate and work with regular education personnel;

(iii) Incorporate universal design for learning principles¹¹ into curricula and instructional practice;

(iv) Integrate instructional and assistive technologies into the delivery of services;

(v) Collect, analyze, and use data on early learning outcomes,¹² student achievement,¹³ or student growth¹⁴ in order to improve instructional practices and interventions; and

(vi) Support and work with parents and families of children with disabilities;

(3) The program prepares personnel to address the specialized needs of high-need children with disabilities.

¹¹For purposes of this priority, the term universal design for learning has the meaning provided for the term under the Higher Education Act of 1965, as amended: “a scientifically valid framework for guiding educational practice that--(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (20 U.S.C. 1003(24)) For consistency across U.S. Department of Education programs, we use this definition for priorities that intend to prepare personnel to teach and work in schools and other settings.

¹²For purposes of this priority, early learning outcomes are defined to include information on child development in the areas of physical well-being and motor development, social-emotional development, language and literacy development, and cognition and general knowledge, including early numeracy and early scientific development.

¹³For the purpose of this priority student achievement means--(a) For tested grades and subjects: (1) A student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across schools. (b) For non-tested grades and subjects: Alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

¹⁴For the purposes of this priority student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

Note: For the purpose of this priority, “high-need children with disabilities” refers to children (ages birth through twenty-one, depending on the State) who are eligible for services under IDEA, and who may be further disadvantaged and at risk of educational failure because they: (1) are living in poverty, (2) are far below grade level, (3) are at risk of not graduating with a regular high school diploma on time, (4) are homeless, (5) are in foster care, (6) have been incarcerated, (7) are English learners, (8) are pregnant or parenting teenagers, (9) are new immigrants, (10) are migrant, or (11) are not on track to being college- or career-ready by graduation.

The program prepares personnel to work with this particular population by--

(i) Identifying the competencies needed by early intervention, special education, and related services personnel to work with high-need children with disabilities;

(ii) Preparing personnel to apply these competencies in a variety of settings, including in high-need LEAs,¹⁵ high-poverty schools,¹⁶ low-performing schools, including the persistently lowest-achieving schools,¹⁷ and publically-funded preschool programs, including Head Start programs and early intervention programs serving children eligible for services under Part C, located within the geographic boundaries of a high-need LEA, as appropriate.

¹⁵For purposes of this priority, the term high-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

¹⁶For the purposes of this priority, the term high-poverty school means a school in which at least 50 percent of students are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act or in which at least 50 percent of students are from low-income families as determined using one of the criteria specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

¹⁷For purposes of this priority, the term persistently lowest-achieving schools is defined according to the final requirements for School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA), which were published in the Federal Register on October 28, 2010 (75 FR 66363). According to Section I.A.3 of these requirements, the term “persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

(4) The program is designed to provide extended clinical learning opportunities,¹⁸ field experiences, or supervised practica (such as an additional year), and ongoing high-quality mentoring and induction opportunities for scholars (as defined in 34 CFR 304.3(g));

(5) The preparation program will--

(i) Enable scholars to be highly qualified, in accordance with section 602(10) of the Individuals with Disabilities Education Act (IDEA) and 34 CFR 300.18, in the State(s) to be served by the applicant; and

(ii) Ensure that scholars are equipped with the knowledge and skills necessary to assist children in meeting State academic achievement standards; and

(6) The preparation program provides support to scholars through innovative strategies that are designed to enhance scholar retention and success in the program, such as using tutors or mentors or providing extended clinical learning opportunities or other field experiences.

(b) Include, in the narrative section of the application under "Quality of Project Evaluation," a clear, effective plan for evaluating project outcomes. This plan must include a description of how the project will—

(1) Collect and analyze data on scholars' competencies;

(2) Collect and analyze data on the quality of services provided by program graduates, including data on their students' outcomes (e.g., academic, social, emotional, behavioral) and growth; and

(3) Use the results and findings from this evaluation as a basis for improving the program for future scholars. Applicants also must clearly describe how the project will report these evaluation results to OSEP in the grantee's annual and final performance reports.

Note: Under this evaluation requirement, grantees are encouraged--but not required--to engage in data collection activities after the completion of the grant.

(c) Include, in the application appendix, all course syllabi, in their entirety, for the proposed preparation program and a logic model that depicts, at a minimum, the goals, activities, outputs, and outcomes of the proposed project. A logic model communicates how a project will achieve its outcomes and provides a framework for both the formative and summative evaluations of the project.

Note: The following Web sites provide more information on logic models:

www.researchutilization.org/matrix/logicmodel_resource3c.html and

www.tadnet.org/model_and_performance

¹⁸For the purposes of this priority, the term clinical learning opportunities are a method of instruction for students to apply knowledge and skills in highly controlled or simulated situations to ensure that they possess needed skills and competencies prior to entering actual or typical environments with children with disabilities.

(d) Ensure that course syllabi for the preparation program incorporate research-based curriculum and pedagogy as required under paragraph (a) of this priority.

(e) Certify in the application that the applicant intends that all scholars recruited into the program will graduate from the program by the end of the grant's project period.

(f) Certify in the application that the institution will not require scholars recruited into the program to work as a condition of receiving a scholarship (e.g., as graduate assistants), unless the work is required to complete their preparation program. Please note that this prohibition on work as a condition of receiving a scholarship does not apply to the service obligation requirements in section 662(h) of IDEA.

(g) Meet the statutory requirements contained in section 662(e) through 662(h) of IDEA.

(h) Ensure that at least 65 percent of the total requested budget per year be used for scholar support.

(i) Budget for attendance at a three-day Project Directors' meeting in Washington, DC, during each year of the project.

(j) If the project maintains a Web site, include relevant information and documents in a form that meets government or industry-recognized standards for accessibility.

(k) Submit annual data on each scholar who receives grant support. Applicants are encouraged to visit the Personnel Development Scholar Data Report Web site at <http://oseppdp.ed.gov> for further information about this data collection requirement. Typically, data collection begins on or around November 1st of each year, and grantees are notified by e-mail about the data collection period for their grant. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590).

Focus Areas:

Within this absolute priority, the Secretary intends to support projects under the following five focus areas: (A) Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities; (B) Preparing Personnel to Serve School-Age Children with Low-Incidence Disabilities; (C) Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities; (D) Preparing Personnel in Minority Institutions to Serve Children, Including Infants and Toddlers, with Disabilities; and (E) Preparing Personnel to Provide Secondary Transition Services to School-Age Children with Disabilities.

Note: Applicants must identify the specific focus area (i.e., A, B, C, D, or E) under which they are applying as part of the competition title on the application cover sheet (SF form 424, line 4). Applicants may not submit the same proposal under more than one focus area.

Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities. OSEP intends to fund 9 awards under this focus area. For the purpose of Focus Area A, early intervention personnel are those who are prepared to provide services to infants and toddlers with disabilities ages birth to three, and early childhood personnel are those who are prepared to provide services to children with disabilities ages three through five (in States where the age range is other than ages three through five, we will defer to the State's certification for early childhood). In States where certification in early intervention is combined with certification in early childhood, applicants may propose a combined early intervention and early childhood personnel preparation project under this focus area. We encourage interdisciplinary projects under this focus area. For purposes of this focus area, interdisciplinary projects are projects that implement common core content and practicum experiences across disciplines for early intervention providers or early childhood special educators, and related services personnel to serve infants, toddlers, and preschool-age children with disabilities. Projects preparing only related services personnel to serve infants, toddlers, and preschool-age children with disabilities are not eligible under this focus area (see Focus Area C).

Focus Area B: Preparing Personnel to Serve School-Age Children with Low-Incidence Disabilities. OSEP intends to fund 11 awards in this focus area. For the purpose of Focus Area B, personnel who serve children with low-incidence disabilities are special education personnel, including paraprofessionals, prepared to serve school-age children with low-incidence disabilities including visual impairments, hearing impairments, simultaneous vision and hearing impairments, significant intellectual disabilities, orthopedic impairments, autism, and traumatic brain injury. Programs preparing special education personnel to provide services to visually impaired or blind children that can be appropriately provided in braille must prepare those individuals to provide those services in braille. Projects preparing educational interpreters are eligible under this focus area. Projects preparing other related services, speech and language, or adapted physical education personnel are not eligible under this focus area (see Focus Area C). Projects preparing special education, early intervention, or preschool personnel are not eligible under this focus area (see Focus Area A).

Focus Area C: Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities. OSEP intends to fund 9 awards in this focus area. Programs preparing related services personnel to serve children, including infants and toddlers, with disabilities are eligible within Focus Area C. For the purpose of this focus area, related services include, but are not limited to, psychological services, physical therapy (including therapy provided by personnel prepared at the Doctor of Physical Therapy (DPT) level), adapted

physical education, occupational therapy, therapeutic recreation, social work services, counseling services, audiology services (including services provided by personnel prepared at the Doctor of Audiology (DAud) level), and speech and language services. Preparation programs in States where personnel prepared to serve children with speech and language impairments are considered to be special educators are eligible under this focus area. Projects preparing educational interpreters are not eligible under this focus area (see Focus Area B).

Focus Area D: Preparing Personnel in Minority Institutions to Serve Children, Including Infants and Toddlers, with Disabilities. OSEP intends to fund 10 awards in this focus area. Programs

in minority institutions are eligible under Focus Area D if they prepare: (a) personnel to serve one or more of the following: infants, toddlers, and preschool-age children with disabilities; (b) personnel to serve school-age children with low-incidence disabilities; (c) personnel to provide related services to children, including infants and toddlers, with disabilities; or (d) personnel to provide secondary transition services to school-age children with disabilities. Minority institutions include institutions with a minority enrollment of 25 percent or more, which may include Historically Black Colleges and Universities, Tribal Colleges, and Predominantly Hispanic Serving Colleges and Universities. Programs in minority institutions preparing personnel in Focus Areas A, B, C, and E are eligible within Focus Area D. Programs that are preparing high-incidence special education personnel are not eligible under this priority (for the purpose of this priority “high-incidence disabilities” refers to learning disabilities, emotional disturbance, or intellectual disabilities). However, programs that are preparing high-incidence special education personnel are eligible under Absolute Priority 3 described elsewhere in this notice.

Note: A project funded under Focus Area D may budget for less than 65 percent, the required percentage, for scholar support if the applicant can provide sufficient justification for any designation less than this required percentage. Sufficient justification for proposing less than 65 percent of the budget for scholar support would include support for activities such as program development, program expansion, or the addition of a new area of emphasis. Some examples of projects that may be eligible to designate less than 65 percent of their budget for scholar support include the following:

(1) A project that is proposing to start a new program may request up to a year for program development and capacity building. In the initial project year, no scholar support would be required. Instead, a project could hire a new faculty member or a consultant to assist in program development.

(2) A project that is proposing to build capacity may hire a field supervisor so that additional scholars can be prepared.

(3) A project that is proposing to expand or add a new area of emphasis to the program may hire additional faculty or obtain other resources such as expert consultants, additional teaching supplies, or equipment that would enhance the program.

Note: Applicants proposing projects to develop, expand, or add a new area of emphasis to special education or related services programs must provide, in their applications, information on how these new areas will be sustained once Federal funding ends.

Focus Area E: Preparing Personnel to Provide Secondary Transition Services to School-Age Children with Disabilities. OSEP intends to fund 9 awards in this focus area. Programs that offer a sequence of career, vocational, or secondary transition courses and that enable personnel to meet State requirements for a credential or endorsement in secondary transition services for children with disabilities are eligible under Focus Area E. Eligible applicants must establish partnerships with the appropriate personnel in the institution's vocational rehabilitation counseling and career and technical education programs, if those programs are offered at the institution. Funds may be used to support faculty from those programs for their involvement in the activities outlined in this priority. Applicants must also provide documentation of the partnership in the form of a letter from the Dean or Department Chair. This letter must describe how the faculty from those programs will be involved in the partnership (e.g., involvement in the design and delivery of courses and the supervision of scholar practicum experiences).

Competitive Preference Priorities: Within this absolute priority, we give competitive preference to applications that meet one or more of the following priorities. For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority 1: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

Applicants that demonstrate an established relationship with one or more high-need LEAs (as defined in this absolute priority) or publically-funded preschool programs, including Head Start programs or early intervention programs serving children who are eligible for services under Part C of the IDEA, located within the geographic boundaries of a high-need LEA that will provide scholars with a high-quality practicum experience in a high-poverty school (as defined in this absolute priority), which may include a professional development school, or a publically-funded preschool program or early intervention program and provide opportunities for

research-based professional development on strategies to better serve high-need children with disabilities.

Competitive Preference Priority 2: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

In Focus Area D, applicants that document that they are institutions with minority enrollment of 50 percent or more.

Competitive Preference Priority 3: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

In Focus Areas A, B, C, and D, applicants that prepare personnel who work with children, including infants and toddlers, who are deaf or hard of hearing to teach them listening and spoken language skills.

Note: Five is the maximum amount of competitive preference points an applicant can receive. Applicants must include in the one-page abstract submitted with the application, a statement indicating which competitive preference priorities they have addressed.

References:

Bruder, M.B. (December, 2004a). The National Landscape of Early Intervention in Personnel Preparation Standards under Part C of the Individuals with Disabilities Education Act (IDEA). A.J. Pappanikou Center for Excellence in Developmental Disabilities, Farmington, CT. Available at:

http://www.uconnuccdd.org/projects/per_prep/per_prep_resources.html

Bruder, M.B. (December, 2004b). The National Landscape of Early Intervention and Early Childhood Special Education: 619 Data Report. A.J. Pappanikou Center for Excellence in Developmental Disabilities, Farmington, CT. Available at:

http://www.uconnuccdd.org/projects/per_prep/per_prep_resources.html

McLeskey, J. & Billingsley, B. (2008). How does the quality and stability of the teaching force influence the research-to-practice gap? Remedial and Special Education, 29 (5), 293-305.

McLeskey, J., Tyler, N., & Flippin, S.S. (2004). The supply and demand for special education teachers: A review of research regarding the chronic shortage of special education teachers. Journal of Special Education, 38 (1), 5-21.

Absolute Priority 3--Special Education Preservice Program Improvement Grants (84.325T).

Background:

State educational agencies (SEAs), institutions of higher education (IHEs), and local educational agencies (LEAs) consistently report that personnel preparation programs for kindergarten through grade 12 (K-12) special education teachers should be restructured or redesigned so that graduates of these programs meet the highly qualified teacher (HQT) requirements in the Individuals with Disabilities Education Act (IDEA). To accomplish this goal, personnel preparation programs must ensure that their graduates who expect to be providing instruction in a core academic subject are able to meet State special education certification or licensure requirements, as well as have the necessary content knowledge, consistent with the HQT requirements in IDEA.

In A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act (ESEA) (Blueprint),¹⁹ the Department notes that “[r]esearch shows that top-performing teachers can make a dramatic difference in the achievement of their students, and suggests that the impact of being assigned to top-performing teachers year after year is enough to significantly narrow achievement gaps.” Reflecting this research, in both the Department’s Notice of Final Supplemental Priorities²⁰ and the Blueprint, the Department has called for evaluating teacher effectiveness using multiple measures, including, in significant part, the academic growth of a teacher’s students. High-quality information on teacher effectiveness that is based on multiple measures can be used to provide feedback to teachers for on-going improvement and support teachers’ access to effective preparation, on-going support, recognition, and the collaboration opportunities teachers need to succeed.

Priority:

The purpose of this priority is to support the improvement and restructuring (through expansion or redesign) of K-12 special education teacher preparation programs to ensure that program graduates meet the HQT requirements in IDEA and effectively serve children with high-incidence disabilities. For the purposes of this priority, the term high-incidence disabilities refers to learning disabilities, emotional disturbance, or intellectual disabilities. In order to be eligible under this priority, applicants must currently prepare special education personnel (at the baccalaureate or master’s level) to serve school-age children with high-incidence disabilities.

Note 1: This priority only supports the improvement or restructuring of existing programs for high-incidence personnel (for example, the expansion of a program for elementary school

¹⁹The following Web site provides more information on A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act (ESEA): www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf

²⁰The following link provides more information on the Supplemental Priorities for Discretionary Grants, published in the Federal Register on December 15, 2010 (75 FR 78486): <http://edocket.access.gpo.gov/2010/pdf/2010-31189.pdf>.

teachers to include a program for secondary school teachers serving children with high-incidence disabilities). This priority does not support the development of new programs for high-incidence personnel. In addition, this priority does not support the improvement of programs in IHEs that are preparing preschool teachers.

Note 2: No more than one cooperative agreement will be awarded under this priority per IHE during the five-year project period.

To be considered for funding under the Special Education Preservice Program Improvement Grants priority, applicants must meet the application requirements contained in the priority. All projects funded under the absolute priority also must meet the programmatic and administrative requirements specified in the priority. These requirements are as follows:

(a) Demonstrate, in the narrative section of the application under “Quality of Project Services,” how--

(1) The first year of the project period will be used for planning an improved or restructured K-12 teacher preparation program that includes induction and mentoring for program participants in LEAs. The planning activities during the first year must include revising the curriculum, integrating evidence-based interventions that improve outcomes for children with high-incidence disabilities into the improved or restructured program (including providing research citations for those evidence-based interventions), and utilizing existing high-quality training resources on evidence-based interventions, such as those developed by OSEP-funded Centers (e.g., IDEA '04 and Research For Inclusive Settings Center for Training Enhancements (see www.iris.peabody.vanderbilt.edu); National Center on Response to Intervention (see www.rti4success.org)). Applicants must describe first-year activities, document the specific evidence-based interventions to be included in the improved or restructured program, and include a five-year timeline and implementation plan in their applications. This plan must describe the proposed project activities associated with implementation of the improved or restructured program. Implementation of the plan may not begin without approval from OSEP;

(2) The improved or restructured program is designed to integrate coursework with practicum opportunities that will enhance the competencies of beginning special education teachers to--

(i) Collaborate and work with regular education teachers and other personnel to:

(A) Provide effective services and instruction in academic subjects to children with high-incidence disabilities in K-12 regular education classrooms.

(B) Address the challenges of serving high-need children with disabilities;

Note: For the purpose of this priority, “high-need children with disabilities” refers to children (ages birth through twenty-one, depending on the State) who are eligible for services under IDEA, and who may be further disadvantaged and at risk of educational failure because they: (1) are living in poverty, (2) are far below grade level, (3) are at risk of not graduating with a regular high school diploma on time, (4) are homeless, (5) are in foster care, (6) have been incarcerated, (7) are English learners, (8) are pregnant or parenting teenagers, (9) are new immigrants, (10) are migrant, or (11) are not on track to being college- or career-ready by graduation.

- (ii) Incorporate universal design for learning principles²¹ into curricula and instructional practice;
 - (iii) Integrate instructional and assistive technologies into the delivery of services;
 - (iv) Collect, analyze, and use data, including data on student achievement²² and student growth,²³ to improve instructional practices and interventions; and
 - (v) Support and work with parents and families of children with disabilities;
- (3) The improved or restructured program is designed to prepare special education teachers to address the specialized needs of high-need children with disabilities (as defined in this absolute priority) with high-incidence disabilities by identifying the competencies that special education teachers need to work effectively with this population;
- (4) The improved or restructured program is designed to provide extended clinical learning opportunities,²⁴ field experiences, or supervised practica and ongoing high-quality mentoring and induction opportunities in local schools. Applicants also must demonstrate how they will utilize high-quality resources when designing the program to provide extended clinical learning opportunities, field experiences, or supervised practica (resources on these topics are

²¹For purposes of this priority, the term universal design for learning under the Higher Education Act of 1965, as amended: “a scientifically valid framework for guiding educational practice that--(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (20 U.S.C. 1003(24)). For consistency across U.S. Department of Education programs, we use this definition for priorities that intend to prepare personnel to teach and work in schools and other settings.

²²For the purpose of this priority student achievement means--(a) For tested grades and subjects: (1) A student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across schools. (b) For non-tested grades and subjects: Alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

²³For the purposes of this priority student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

²⁴For the purposes of this priority, clinical learning opportunities are a method of instruction for students to apply knowledge and skills in highly controlled or simulated situations to ensure that they possess needed skills and competencies prior to entering actual or typical environments with children with disabilities.

available from the National Center to Inform Policy and Practice in Special Education Professional Development at www.ncipp.org);

(5) The improved or restructured program is designed to include field-based training opportunities in diverse settings including high-need LEAs,²⁵ high-poverty schools,²⁶ and low-performing schools, including the persistently lowest-achieving schools;²⁷

(6) The improved or restructured program will--

(i) Enable scholars²⁸ to be highly qualified, in accordance with section 602(10) of IDEA and 34 CFR 300.18, in the State(s) to be served by the applicant; and

(ii) Ensure that scholars are equipped with the knowledge and skills necessary to assist children in meeting State academic achievement standards;

(7) The improved or restructured program is designed to provide support systems (including tutors, mentors, and other innovative practices) to enhance retention in and successful completion of the program; and

(8) The improved or restructured program will be maintained once Federal funding ends.

(b) For programs that will be restructured to produce graduates who meet the HQT requirements for teachers who teach core academic subjects, applicants must establish partnerships with the appropriate academic departments. Funds may be used to support faculty

²⁵For purposes of this priority, the term high-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

²⁶For purposes of this priority, the term high-poverty school means a school in which at least 50 percent of students are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act or in which at least 50 percent of students are from low-income families as determined using one of the criteria specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

²⁷For purposes of this priority, the term persistently lowest-achieving schools is defined according to the final requirements for School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA), which were published in the Federal Register on October 28, 2010 (75 FR 66363). According to Section I.A.3 of these requirements, the term "persistently lowest-achieving schools" means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

²⁸For the purposes of this priority, the term scholar means an individual who is pursuing a baccalaureate or master's level degree related to special education.

from the academic departments for their involvement in the activities outlined in paragraph (a)(4) of this priority. To address this requirement, applications must--

(1) Describe how representatives of relevant academic departments with expertise in the core academic subjects being addressed in the application will be involved in the partnership;

(2) Provide evidence that such partnerships will include a permanent faculty member from the appropriate academic departments, who will be involved in developing the overall project and designing the curriculum used to prepare scholars in the particular core academic subject; and

(3) Provide evidence that permanent faculty members from the appropriate academic departments participated in the design of the program.

(c) Develop and implement a plan to ensure that program faculty have the necessary supports, knowledge, and skills to implement the new interventions and curriculum in the improved or restructured program.

(d) Include, in the narrative section of the application under "Quality of Project Evaluation," a clear plan for evaluating project outcomes. This plan must include a description of how the project will--

(1) Measure the extent to which evidence-based interventions are integrated within the program;

(2) Collect and analyze data on faculty members' implementation of the improved or restructured program;

(3) Collect and analyze data on scholars' competencies;

(4) Collect and analyze data on the quality of services provided by program graduates, including data on their students' outcomes (e.g., academic, social, emotional, behavioral) and student growth; and

(5) Use the results and findings from this evaluation as a basis for informing and validating any proposed changes to the improved or restructured program. Applicants also must clearly describe how the project will report these evaluation results to OSEP in the grantee's annual and final performance reports.

Note: Under this evaluation requirement, grantees are encouraged--but not required--to engage in data collection activities after the completion of the grant.

(e) Include, in the application appendix, all course syllabi, in their entirety, for the existing teacher preparation program and a logic model that depicts, at a minimum, the goals, activities, outputs, and outcomes of the proposed project. A logic model communicates how a

project will achieve its outcomes and provides a framework for both the formative and summative evaluations of the project.

Note: The following Web sites provide more information on logic models:

www.researchutilization.org/matrix/logicmodel_resource3c.html and

www.tadnet.org/model_and_performance.

(f) Submit to the Department, at the end of the first year of the project period, revised syllabi for the improved teacher preparation program.

(g) Meet the statutory requirements in section 662(e) through 662(f) of IDEA.

(h) Budget for planning and improvement activities, including any activities to be performed by consultants. This priority does not provide financial support for scholars during any year of the project.

(i) Budget for attendance at a three-day Project Directors' meeting in Washington, DC, during each year of the project.

(j) If the project maintains a Web site, include relevant information and documents in a form that meets government or industry-recognized standards for accessibility.

Competitive Preference Priorities: Within this absolute priority, we give competitive preference to applications that address the following priority. For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority 1: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Collaborative Activities with an SEA or State Licensing Agency.

Applicants that document how the proposed project will collaborate with the SEA or State teacher licensing agency on issues of program improvement that affect teacher quality and effectiveness. For purposes of this competitive preference priority, documentation must include at least a letter from both the Dean and Department Chair of the appropriate college or department that supports high-incidence special education teacher preparation and from the relevant SEA or State teacher licensing agency verifying their intent to collaborate to improve teacher quality and effectiveness. The letter must include examples of the methods to be used for collaboration (e.g., establishing a statewide consortium of teacher preparation programs for program improvement, program evaluation support, increasing the productivity of preparation programs, or other activities that would directly support program improvement of the project(s) within that State).

Competitive Preference Priority 2: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Competitive Preference Points Based on Dual Certification (i.e., high-incidence disabilities and regular education).

Applicants with documentation that the improved or restructured program will prepare graduates to be dually certified in high-incidence disabilities and regular education. Documentation for purposes of this competitive preference priority must include a letter from both the Dean or Department Chair of the appropriate college or department that supports high-incidence special education teacher preparation and from the Dean or Department Chair of the appropriate college or department that prepares regular education teachers verifying their intent to collaborate to ensure that the improved or restructured program will prepare graduates to be dually certified in high-incidence disabilities and regular education. The letter must include a description of how the collaboration between colleges or departments will result in program graduates who are dually certified in both high-incidence disabilities and regular education (e.g., collaborate to provide clinical learning opportunities, field experiences, or supervised practica that focus on children both with and without high-incidence disabilities; collaborate to ensure the SEA or State teacher licensing agency will certify program graduates in both high-incidence disabilities and regular education).

Note: Five is the maximum amount of competitive preference points an applicant can receive. Applicants must include in the project abstract a statement indicating which competitive preference priorities they have addressed.

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (APA) (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed priorities and requirements. Section 681(d) of IDEA, however, makes the public comment requirements of the APA inapplicable to the priorities in this notice.

Program Authority: 20 U.S.C. 1462 and 1481.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99. (b) The regulations for this program in 34 CFR part 304.

II. Award Information

Type of Awards: Discretionary grants for competitions CFDA 84.325D and 84.325K, and cooperative agreements for competition CFDA 84.325T.

Estimated Available Funds: The Administration has requested \$90,653,000 for the Personnel Development to Improve Services and Results for Children with Disabilities program for FY 2011, of which we intend to use an estimated \$19,500,000 for the competitions announced in this notice. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2012 from the list of unfunded applicants from the competition.

Estimated Range of Awards: See chart.

Estimated Average Size of Awards: See chart.

Maximum Award: See chart.

Estimated Number of Awards: See chart.

Project Period: See chart.

**Personnel Development to Improve Services and Results for Children with Disabilities
Application Notice for Fiscal Year 2011**

CFDA Number and Name	Applications Available	Deadline for Transmittal of Applications	Deadline for Intergovernmental Review	Estimated Range of Awards	Estimated Average Size of Awards	Maximum Award (budget period of 12 months)	Estimated Number of Awards	Project Period	Contact Person
84.325D Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel	04/13/2011	05/31/2011	08/11/2011	\$225,000–\$250,000	\$237,500	\$250,000*	18	Up to 60 mos.	Patricia Gonzalez (202) 245-7355 Rm 4082
84.325K Personnel Preparation in Special Education, Early Intervention, and Related Services:									Maryann McDermott (202) 245-7439 Rm 4062
Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Pre-school Age Children with Disabilities.	04/13/2011	05/31/2011	08/11/2011	\$225,000–\$250,000	\$237,500	\$250,000*	9	Up to 60 mos.	
Focus Area B: Preparing Personnel to Serve School-Age Children with Low-Incidence Disabilities.	04/13/2011	05/31/2011	08/11/2011	\$225,000–\$250,000	\$237,500	\$250,000*	11	Up to 60 mos.	
Focus Area C: Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities.	04/13/2011	05/31/2011	08/11/2011	\$225,000–\$250,000	\$237,500	\$250,000*	9	Up to 60 mos.	
Focus Area D: Preparing Personnel in Minority Institutions to Serve Children, Including Infants and Toddlers, with Disabilities.	04/13/2011	05/31/2011	08/11/2011	\$225,000–\$250,000	\$237,500	\$250,000*	10	Up to 60 mos.	
Focus Area E: Preparing Personnel to Provide Secondary Transition Services to School-Age Children with Disabilities.	04/13/2011	05/31/2011	08/11/2011	\$225,000–\$250,000	\$237,500	\$250,000*	9	Up to 60 mos.	
84.325T Special Education Preservice Program Improvement Grants	04/13/2011	05/31/2011	08/11/2011	\$275,000–\$300,000	\$288,000	\$300,000**	10	Up to 60 mos.	Tina Diamond (202) 245-6674 Rm 4094

*We will reject any application that proposes a budget exceeding the maximum award for a single budget period of 12 months. The Assistant Secretary for Special Education and Rehabilitative Services may change the maximum amount through a notice published in the Federal Register.

** For the Special Education Preservice Program Improvement Grants, 84.325T competition:
Note 1: We will reject any application that proposes a budget exceeding the maximum award for a single budget period of 12 months.

Note 2: No more than one cooperative agreement will be awarded under this priority per IHE during the five-year project period. Programs in minority institutions that are preparing special education teachers of children with high-incidence disabilities are eligible to apply under this priority. For purposes of this competition, the term “minority institutions” include IHEs with a minority enrollment of 25 percent or more, which may include Historically Black Colleges and Universities, Tribal Colleges, and Predominantly Hispanic Serving Colleges and Universities.

Note: The Department is not bound by any estimates in this notice.

III. Eligibility Information

1. Eligible Applicants: Institutions of higher education (IHEs).

Note: For Absolute Priority 3--Special Education Preservice Program Improvement Grants (84.325T), programs in IHEs that propose to prepare preschool teachers are not eligible to apply under that competition.

2. Cost Sharing or Matching: This program does not require cost sharing or matching.
3. Other: General Requirements--(a) The projects funded under this program must make positive efforts to employ and advance in employment qualified individuals with disabilities (see section 606 of IDEA).

(b) Each applicant and grant recipient funded under this program must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the project (see section 682(a)(1)(A) of IDEA).

IV. Application and Submission Information

1. Address to Request Application Package: You can obtain an application package via the Internet, from the Education Publications Center (ED Pubs), or from the program office.

To obtain a copy via the Internet, use the following address:
www.ed.gov/fund/grant/apply/grantapps/index.html.

To obtain a copy from ED Pubs, write, fax, or call the following: ED Pubs, U.S. Department of Education, P.O. Box 22207, Alexandria, VA 22304. Telephone, toll free: 1-877-

433-7827. FAX: (703) 605-6794. If you use a telecommunications device for the deaf (TDD), call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also: www.EDPubs.gov or at its e-mail address: edpubs@inet.ed.gov.

If you request an application from ED Pubs, be sure to identify the competition as follows: CFDA number 84.325D, 84.325K, or 84.325T.

To obtain a copy from the program office, contact the person listed under For Further Information Contact in section VII of this notice.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the person or team listed under Accessible Format in section VIII of this notice.

2. Content and Form of Application Submission: Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this competition.

Page Limit: The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit Part III to the equivalent of no more than 50 pages using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, the references, or the letters of support. However, you must include all of the application narrative in Part III.

We will reject your application if you exceed the page limit; or if you apply other standards and exceed the equivalent of the page limit.

3. Submission Dates and Times:

Applications Available: See chart.

Deadline for Transmittal of Applications: See chart.

Applications for grants under this program may be submitted electronically using the Grants.gov Apply site (Grants.gov), or in paper format by mail or hand delivery. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery, please refer to section IV. 7. Other Submission Requirements of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: See chart.

4. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for the competitions announced in this notice.

5. Funding Restrictions: We reference regulations outlining funding restrictions in the Applicable Regulations section of this notice.

6. Data Universal Numbering System Number, Taxpayer Identification Number, and Central Contractor Registry: To do business with the Department of Education, you must--

- a. Have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN);
- b. Register both your DUNS number and TIN with the Central Contractor Registry (CCR), the Government's primary registrant database;
- c. Provide your DUNS number and TIN on your application; and
- d. Maintain an active CCR registration with current information while your application is under review by the Department and, if you are awarded a grant, during the project period.

You can obtain a DUNS number from Dun and Bradstreet. A DUNS number can be created within one business day.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration. If you need a new TIN, please allow 2-5 weeks for your TIN to become active.

The CCR registration process may take five or more business days to complete. If you are currently registered with the CCR, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

In addition, if you are submitting your application via Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR); and (2) register yourself with Grants.gov as an AOR. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see www.grants.gov/section910/Grants.govRegistrationBrochure.pdf).

7. Other Submission Requirements: Applications for grants under the competitions announced in this notice may be submitted electronically or in paper format by mail or hand delivery.

a. Electronic Submission of Applications.

We are participating as a partner in the Governmentwide Grants.gov Apply site. The Personnel Development to Improve Services and Results for Children with Disabilities competitions, CFDA numbers 84.325D, 84.325K, and 84.325T, announced in this notice are included in this project. We request your participation in Grants.gov.

If you choose to submit your application electronically, you must use the Governmentwide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

You may access the electronic grant application for the Personnel Development to Improve Services and Results for Children with Disabilities program competitions--CFDA numbers 84.325D, 84.325K, and 84.325T at www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.325, not 84.325D).

Please note the following:

- Your participation in Grants.gov is voluntary.
- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.
- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date.

Except as otherwise noted in this section, we will not accept your application if it is received--that is, date and time stamped by the Grants.gov system--after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov under News and Events on the Department's G5 system home page at <http://www.G5.gov>.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you submit your application in paper format.

- If you submit your application electronically, you must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.

- If you submit your application electronically, you must attach any narrative sections of your application as files in a .PDF (Portable Document) format only. If you upload a file type other than a .PDF or submit a password-protected file, we will not review that material.

- Your electronic application must comply with any page-limit requirements described in this notice.

- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System:

If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under For Further Information Contact in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

b. Submission of Paper Applications by Mail.

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA number 84.325D, 84.325K, or 84.325T)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of

Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you submit your application in paper format by hand delivery, you (or a courier service) must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA number 84.325D, 84.325K, or 84.325T)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application

deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this program are from 34 CFR 75.210 and are listed in the application package.

2. Review and Selection Process: (a) We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary also requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

(b) In the past, the Department has had difficulty finding peer reviewers for certain competitions, because so many individuals who are eligible to serve as peer reviewers have conflicts of interest. The Standing Panel requirements under IDEA also have placed additional constraints on the availability of reviewers. Therefore, the Department has determined that, for some discretionary grant competitions, applications may be separated into two or more groups and ranked and selected for funding within specific groups. This procedure will make it easier for the Department to find peer reviewers, by ensuring that greater numbers of individuals who are eligible to serve as reviewers for any particular group of applicants will not have conflicts of interest. It also will increase the quality, independence, and fairness of the review process, while permitting panel members to review applications under discretionary grant competitions for which they also have submitted applications. However, if the Department decides to select an equal number of applications in each group for funding, this may result in different cut-off points for fundable applications in each group.

3. Special Conditions: Under 34 CFR 74.14 and 80.12, the Secretary may impose special conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 34 CFR parts 74 or 80, as applicable; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

4. Performance Measures: Under the Government Performance and Results Act of 1993 (GPRA), the Department has established a set of performance measures, including long-term measures, that are designed to yield information on various aspects of the effectiveness and quality of the Personnel Development to Improve Services and Results for Children with Disabilities Program. These measures include: (1) the percentage of projects that incorporate scientifically based practices into the curriculum; (2) the percentage of scholars who exit preparation programs prior to completion due to poor academic performance; (3) the percentage of scholars completing the IDEA-funded preparation programs who are knowledgeable and skilled in scientifically based practices for children, including infants and toddlers, with disabilities; (4) the percentage of degree or certification recipients who are working in the area(s) for which they were prepared upon program completion; (5) the

percentage of degree or certification recipients who are working in the area(s) for which they were prepared upon program completion and are fully qualified under IDEA; (6) the percentage of program graduates who maintain employment for three or more years in the area(s) for which they were prepared and who are fully qualified under IDEA; and (7) the Federal cost per fully qualified degree/certification recipient.

Grantees may be asked to participate in assessing and providing information on these aspects of program quality.

5. Continuation Awards: In making a continuation award, the Secretary may consider, under 34 CFR 75.253, the extent to which a grantee has made “substantial progress toward meeting the objectives in its approved application.” This consideration includes the review of a grantee’s progress in meeting the targets and projected outcomes in its approved application, and whether the grantee has expended funds in a manner that is consistent with its approved application and budget. In making a continuation grant, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Agency Contact

See chart in the Award Information section in this notice for the name, room number and telephone number of the contact person for each competition. You can write to the contact person at the following address: U.S. Department of Education, 400 Maryland Avenue, SW., Potomac Center Plaza (PCP), Washington, DC 20202-2600.


If you use a TDD, call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the Grants and Contracts Services Team, U.S. Department of Education, 400 Maryland Avenue, SW., room 5075, PCP, Washington, DC 20202-2550. Telephone: (202) 245-7363. If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: www.ed.gov/news/fedregister. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html.

A handwritten signature in black ink, appearing to read "Alexa Posny", is written over a horizontal line.

Alexa Posny
Assistant Secretary
for Special Education and
Rehabilitative Services.

Dated:

SUBMISSION PROCEDURES AND TIPS FOR APPLICANTS

IMPORTANT—PLEASE READ FIRST

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

ATTENTION – Adobe Forms and PDF Files Required

Applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download the latest version of Adobe reader (at least Adobe Reader 8.1.2). Information on computer and operating system compatibility with Adobe and links to download the latest version is available on Grants.gov. We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application. In addition, applicants should submit their application a day or two in advance of the closing date as detailed below. Also, applicants are required to upload their attachments in .pdf format only. (See details below under “Attaching Files – Additional Tips.”) If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

- 1) **REGISTER EARLY** – Grants.gov registration may take five or more business days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. For detailed information on the Registration Steps, please go to: http://www.grants.gov/applicants/get_registered.jsp. [Note: Your organization will need to update its Central Contractor Registry (CCR) registration annually.]
- 2) **SUBMIT EARLY** – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully before 4:30:00 p.m. Washington, DC time on the deadline date.

Note: To submit successfully, you must provide the DUNS number on your application that was used when your organization registered with the CCR (Central Contractor Registry).

- 3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov and the Department of Education receive your Grants.gov submission timely and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. Washington, DC time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.

If the date/time received is later than 4:30:00 p.m. Washington, D.C. time, on the deadline date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site:

http://www.grants.gov/applicants/applicant_faqs.jsp#54. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Error Messages document at <http://www.grants.gov/assets/AdobeReaderErrorMessages.pdf>. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or <http://www.grants.gov/contactus/contactus.jsp>, or use the customer support available on the Web site: http://www.grants.gov/applicants/applicant_help.jsp.

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application.

You must provide on your application the DUNS number that was used when your organization registered with the CCR.

Please go to http://www.grants.gov/applicants/applicant_help.jsp for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on the Grants.gov http://www.grants.gov/help/submit_application_faqs.jsp.

Dial-Up Internet Connections

When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. **If**

you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. (See the Federal Register notice for detailed instructions.)

MAC Users

For MAC compatibility information, review the Operating System Platform Compatibility Table at the following Grants.gov link: http://www.grants.gov/help/download_software.jsp. **If electronic submission is required and you are concerned about your ability to submit electronically as a non-windows user, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include .pdf files** in their application:

1. Ensure that you **attach .pdf files** for any narrative attachments. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Also, do not upload any password protected files to your application. Any attachments uploaded that are not .pdf files or are password protected files will not be read. If you need assistance converting your files to a .pdf format, please refer to this Grants.gov webpage with links to conversion programs:
http://www.grants.gov/help/download_software.jsp#pdf_conversion_programs
2. Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
3. When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 50 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters including in the file names) could result in difficulties opening and processing a submitted application.
4. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the total size of your package before submission.

2/2011

PRIORITY DESCRIPTION AND SELECTION CRITERIA

PREPARATION OF LEADERSHIP PERSONNEL (CFDA 84.325D)

DEADLINE: 05/31/2011

ABSOLUTE PRIORITY:

Background

There is a persistent need for special education, early intervention, and related services personnel who are prepared at the doctoral and postdoctoral levels to fill faculty and research positions (Smith, Pion, & Tyler, 2004; Smith, Robb, West and Tyler, 2010; Woods & Snyder, 2009). Further, according to Lashley & Boscardin (2003), there is a need for personnel who are prepared at the graduate level (i.e., masters, education specialist, and doctoral degrees, depending on State certification requirements) to fill special education and early intervention administrator positions.

Federal support is needed to increase the supply of these personnel and ensure that they have the necessary knowledge and skills to assume special education, early intervention, and related services leadership positions in universities, State educational agencies (SEAs), State lead agencies (State LAs), local educational agencies (LEAs), local lead agencies (local LAs), schools, or programs. Critical competencies for special education, early intervention, and related services leadership personnel vary depending on the type of personnel preparation program; however, these competencies often include teaching skills, administrative skills,²⁹ and research skills as well as current knowledge of effective interventions that improve academic and functional outcomes for children with disabilities, including high-need children with disabilities. For the purpose of this priority, “high-need children with disabilities” refers to children (ages birth through twenty-one, depending on the State) who are eligible for services under IDEA, and who may be further disadvantaged and at risk of educational failure because they: (1) are living in poverty, (2) are far below grade level, (3) are at risk of not graduating with a regular high school diploma on time, (4) are homeless, (5) are in foster care, (6) have been incarcerated, (7) are English learners, (8) are pregnant or parenting teenagers, (9) are new immigrants, (10) are migrant, or (11) are not on track to being college- or career-ready by graduation.

²⁹For an example of standards for administrative skills, see the performance-based standards for a special education administrator developed by the Council for Exceptional Children (CEC) at: www2.astate.edu/dotAsset/118756.pdf.

Priority:

The purpose of the Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel priority is to increase the quantity of special education, early intervention, and related services personnel who have been prepared at the graduate and advanced graduate levels, and who are well-qualified for, and can effectively carry out, leadership positions in universities, SEAs, State LAs, LEAs, local LAs, schools, or programs. This priority supports two types of programs that prepare leadership personnel:

Type A programs are designed to prepare, at the advanced graduate level, higher education faculty and researchers in early intervention, special education, or related services. Type A programs culminate in a doctoral degree or provide postdoctoral learning opportunities. Note: Preparation that leads to clinical doctoral degrees in related services (e.g., a Doctor of Audiology (AuD) degree or Doctor of Physical Therapy (DPT) degree) are not included as part of this priority. Preparation programs that lead to a clinical doctoral degree are eligible to apply for funding under the Personnel Preparation in Special Education, Early Intervention, and Related Services priority (CFDA 84.325K) announced elsewhere in this notice.

Type B programs are designed to prepare, at the graduate or advanced graduate levels, special education or early intervention administrators to work in SEAs, State LAs, LEAs, local LAs, schools, or programs. The applicant, based on State certification requirements for some positions, can determine whether the proposed Type B program prepares personnel for one or more administrative position(s). Type B programs prepare personnel for positions such as SEA special education administrators, LEA special education directors or regional directors, school-based special education directors, preschool coordinators, and early intervention coordinators. Type B programs culminate in a master's, education specialist, or doctoral degree. The Office of Special Education Programs (OSEP) intends to fund in FY 2011 at least three high-quality applications proposing Type B programs and may fund these applications out of rank order.

Note: The preparation of school principals is not included as part of this priority.

Note: Applicants must identify the specific program type, A or B, for which they are applying for funding as part of the competition title on the application cover sheet (SF form 424, item 15).

Applicants may not submit the same proposal for more than one program type.

To be considered for funding under the Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel absolute priority, both Type A and Type B program applicants must meet the application requirements contained in the priority. All projects funded under the absolute priority also must meet the programmatic and administrative requirements specified in the priority.

These requirements are as follows:

(a) Demonstrate, in the narrative section of the application, under “Quality of Project Services,” how--

(1) The program prepares leadership personnel to address the specialized needs of high-need children with disabilities (as defined in the background statement for this absolute priority). To address the needs of this population, the proposed program must--

(i) Identify the competencies needed by leadership personnel to either effectively teach others how to implement, or directly administer or conduct further research on, programs or interventions that improve the academic or functional outcomes of high-need children with disabilities; and

(ii) Prepare leadership personnel to apply these competencies in a variety of settings, including in high-need LEAs,³⁰ high-poverty schools,³¹ and low-performing schools, including persistently lowest-achieving schools.³²

(2) All relevant coursework for the proposed program reflects current research and pedagogy, as appropriate,

on--

(i) Participation and achievement in the general education curriculum and improved outcomes for all children with disabilities, including high-need children with disabilities;

³⁰For purposes of this priority, the term high-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

³¹For the purposes of this priority, the term high-poverty school means a school in which at least 50 percent of students are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act or in which at least 50 percent of students are from low-income families as determined using one of the criteria specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

³²For purposes of this priority, the term persistently lowest-achieving schools is defined according to the final requirements for School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA), which were published in the Federal Register on October 28, 2010 (75 FR 66363). According to Section I.A.3 of these requirements, the term “persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

(ii) The provision of early intervention services in natural environments to improve outcomes for infants and toddlers with disabilities, including high-need children with disabilities and their families; and

(iii) The competencies needed to work in high-need LEAs, high-poverty schools, low-performing schools, including persistently lowest-achieving schools, and publically-funded preschool programs, including Head Start programs and early intervention programs serving children eligible for services under Part C, located within the geographic boundaries of a high-need LEA.

(3) The program is designed to integrate coursework with practicum opportunities (e.g., interning in a program or school serving high-need children with disabilities) that will enhance the competencies of leadership personnel to effectively--

(i) Serve in a variety of positions, including positions that involve research, personnel preparation, or leadership at the university, SEA, State LA, LEA, local LA, school, or program level;

(ii) Work in a variety of leadership settings, particularly those in high-need LEAs with programs and schools serving high-need children with disabilities;

(iii) Collaborate and work with regular education personnel;

(iv) Incorporate universal design for learning principles³³ into curricula and instructional practice; and

(v) Integrate instructional and assistive technologies into the delivery of services.

(4) The proposed leadership program ensures that scholars³⁴ are knowledgeable about-

(i) Applicable laws that affect children with disabilities, including IDEA, the Elementary and Secondary Education Act of 1965, as amended (ESEA), and the Head Start Act, as appropriate;

(ii) The requirements for highly qualified teachers under IDEA and the ESEA;

(iii) The strategies that foster collaboration among personnel serving children with disabilities; and

(iv) The collection, analysis, and use of data on early learning outcomes,³⁵ student achievement,³⁶ or student growth³⁷ to improve teaching and learning.

³³For purposes of this priority, the term universal design for learning has the meaning provided for the term under the Higher Education Act of 1965, as amended: "a scientifically valid framework for guiding educational practice that--(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient" (20 U.S.C. 1003(24)). For consistency across U.S. Department of Education programs, we use this definition for priorities that intend to prepare personnel to teach and work in schools and other settings.

³⁴For the purposes of this priority, the term scholar means an individual who is pursuing a degree, license, endorsement, or certification related to special education, related services, or early intervention services and who receives scholarship assistance under section 662 of IDEA (see 34 CFR 304.3(g)).

(b) Include, in the narrative section of the application under “Quality of Project Evaluation,” a clear, effective plan for evaluating the outcomes of the proposed leadership project. The plan must include a description of how the project will--

(1) Incorporate the use of evaluation methodologies that demonstrate the effectiveness of the proposed program, including its effect on the acquisition of scholar competencies described in the application; and

(2) Objectively collect, analyze, and use these and other formative evaluation data to improve the program on an ongoing basis. In the application, the applicant must clearly describe how the project will report these evaluation results to OSEP in the grantee’s annual and final performance reports.

(c) Include, in the application appendix, all course syllabi, in their entirety, for the proposed preparation program and a logic model that depicts, at a minimum, the goals, activities, outputs, and outcomes of the proposed project. A logic model communicates how a project will achieve its outcomes and provides a framework for both the formative and summative evaluations of the project.

Note: The following Web sites provide more information on logic models: www.researchutilization.org/matrix/logicmodel_resource3c.html and www.tadnet.org/model_and_performance.

(d) Include, in an application appendix, course syllabi that clearly incorporate research-based curriculum and pedagogy as required under paragraph (a) of this priority, along with the syllabi for all research methods, evaluation methods, or data analysis courses required by the degree program and elective research methods, evaluation methods, or data analysis courses that have been completed by more than one student enrolled in the program in the last four years.

³⁵For purposes of this priority, early learning outcomes are defined to include information on child development in the areas of physical well-being and motor development, social-emotional development, language and literacy development, and cognition and general knowledge, including early numeracy and early scientific development.

³⁶For the purpose of this priority student achievement means--(a) For tested grades and subjects: (1) A student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across schools. (b) For non-tested grades and subjects: Alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

³⁷For the purposes of this priority student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

(e) Provide, in the application narrative, a detailed description of the program that includes the sequence of courses offered in the program and a comprehensive curriculum designed to meet program goals and obtain mastery in the following professional domains, as appropriate--

- (1) Research methodology;
- (2) Personnel preparation;
- (3) Policy or professional practice; or
- (4) Administration practices or techniques.

(f) Demonstrate in the application narrative the existence of national, State, or regional needs using appropriate and applicable data. The applicant must provide evidence of the need for the leadership personnel they are proposing to prepare.

(g) Certify in the application that the applicant intends that all scholars recruited into the program will graduate from the program by the end of the grant's project period.

(h) Meet the statutory requirements in section 662(e) through 662(h) of IDEA.

(i) Ensure that at least 65 percent of the total requested budget per year will be used for scholar support or provide justification in the application narrative for any designation less than 65 percent. Examples of sufficient justification for proposing less than 65 percent of the budget for scholar support include:

(1) A project servicing rural areas that provides long-distance personnel preparation, and requires Web Masters, adjunct professors, or mentors to operate effectively.

(2) A project that is expanding or adding a new area of emphasis to the program and, as a result of this expansion, needs additional faculty or other resources, such as expert consultants, additional teaching supplies, or equipment that would enhance the program.

Note: Applicants proposing projects that expand or add a new area of emphasis to special education, early intervention, or related services programs must provide, in their applications, data on the need for the expansion and information on how these new areas will be sustained once Federal funding ends.

(j) Certify in the application that the institution will not require scholars recruited into the program to work as a condition of receiving a scholarship (e.g., as graduate assistants), unless the work is required to complete their personnel preparation program. Please note that this prohibition on work as a condition of receiving a scholarship does not apply to the service obligation requirements in section 662(h) of IDEA.

(k) Budget for attendance at a three-day Project Directors' meeting in Washington, DC, during each year of the project.

(l) If the project maintains a Web site, include relevant information and documents in a format that meets government or industry-recognized standards for accessibility.

(m) Submit annual data on each scholar who receives grant support. Applicants are encouraged to visit the Personnel Development Scholar Data Report Web site at: <http://oseppdp.ed.gov> for further information about this data collection requirement. Typically, data collection begins in January of each year, and grantees are notified by e-mail about the data collection period for their grant. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590).

Competitive Preference Priorities: Within this absolute priority, we give competitive preference to applications that meet one or more of the following priorities. For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority 1: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Applicants for Type A or Type B programs that demonstrate an established relationship with one or more high-need LEAs or publically-funded preschool programs, including Head Start programs or early intervention programs serving children eligible for services under Part C of the IDEA, located within the geographic boundaries of a high-need LEA that will provide scholars with a high-quality practicum experience in a high-poverty school, which may include a professional development school, or in a publically-funded preschool or early intervention program.

Competitive Preference Priority 2: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Applicants for Type B programs that provide a syllabus or syllabi for a new or existing course, or series of courses, that show(s) that the course or courses include or will include: (1) a discussion of applicable research and evaluation findings on the use of data on early learning outcomes, student achievement, or student growth in evaluating the effectiveness of early intervention providers, related services providers, teachers, and principals; (2) methodological and statistical considerations in conducting an evaluation of the effectiveness of these personnel based on early learning outcomes, student achievement, or student growth data; and (3) an opportunity for scholars to review and critique one or more real-world applications of

evaluating the effectiveness of early intervention providers, related services providers, teachers, and principals.

Competitive Preference Priority 3: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Applicants for Type A or Type B programs that prepare leadership personnel who will prepare others to work with children, including infants and toddlers, who are deaf or hard of hearing to teach them listening and spoken language skills.

Note: Five is the maximum amount of competitive preference points an applicant can receive. Applicants must include in the one-page abstract submitted with the application a statement indicating which competitive preference priorities they have addressed.

References:

Lashley, C., & Boscardin, M.L. (2003). Special education administration at the crossroads:

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National Council for Accreditation of Teacher Education (2009). What is a professional development school? Retrieved June 29, 2009, from <http://www.ncate.org/public/>

Smith, D. D., Pion, G. M., & Tyler, N. C. (2004). Leadership personnel in special education: Can persistent shortages be resolved? In A.M. Sorells, H.J., Rieth and P. T. Sindelar (Eds.), Critical Issues in Special Education: Access, Diversity, and Accountability (pp. 258-276). New York: Pearson, Allyn & Bacon.

Smith, D. D., Robb, S. M., West, J., & Tyler, N. C. (2010). The changing education landscape: How special education leadership preparation can make a difference for teachers and their students with disabilities. Teacher Education and Special Education, 33(1), 25-43.

Wasburn-Moses, L., & Therrien, W.J. (2008). The impact of Leadership Personnel Grants on the doctoral student population in special education. Teacher Education and Special Education, 31(2), 1-12.

Woods, J., & Snyder, P. (2009). Interdisciplinary doctoral leadership training in early intervention. Infants & Young Children, (22)1, 32-4.

PROGRAM AUTHORITY: 20 U.S.C. 1462 and 1481.

PERFORMANCE MEASURES: Under the Government Performance and Results Act of 1993 (GPRA), the Department has established a set of performance measures, including long-term measures, that are designed to yield information on various aspects of the effectiveness and quality of the Personnel Development to Improve Services and Results for Children with Disabilities Program. These measures include: (1) the percentage of projects that incorporate scientifically based practices into the curriculum; (2) the percentage of scholars who exit preparation programs prior to completion due to poor academic performance; (3) the percentage of scholars completing the IDEA-funded preparation programs who are knowledgeable and skilled in scientifically based practices for children, including infants and toddlers, with disabilities; (4) the percentage of degree or certification recipients who are working in the area(s) for which they were prepared upon program completion; (5) the percentage of degree or certification recipients who are working in the area(s) for which they were prepared upon program completion and are fully qualified under IDEA; (6) the percentage of program graduates who maintain employment for three or more years in the area(s) for which they were prepared and who are fully qualified under IDEA; and (7) the Federal cost per fully qualified degree/certification recipient.

Grantees may be asked to participate in assessing and providing information on these aspects of program quality.

ESTIMATED AVAILABLE FUNDS: We intend to use an estimated \$19,500,000 for the competitions announced in this notice. Please refer to the "Estimated Range of Awards" and "Maximum Award" columns of the chart on page A-34 for the estimated dollar amounts for individual competitions.

PROJECT PERIOD: Up to 60 months.

PAGE LIMITS: The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit Part III to the equivalent of no more than 50 pages for each absolute priority, using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, the references, or the letters of support. However, you must include all of the application narrative in Part III.

We will reject your application if--

- You apply these standards and exceed the page limit; or
- You apply other standards and exceed the equivalent of the page limit.

GENERAL REQUIREMENTS: (a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities (see section 606 of IDEA); and

(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects (see section 682(a)(1)(A) of IDEA);

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99; and (b) The selection criteria for this program are from 34 CFR 75.210.

ELIGIBLE APPLICANTS: Institutions of higher education.

For further information about this priority contact:

Patricia Gonzalez, Competition Manager
Research to Practice Division
Office of Special Education Programs

Internet: Patricia.Gonzalez@ed.gov

Telephone: (202) 245-7355

FAX: (202) 245-7617

TDD: 1-800-877-8339

SELECTION CRITERIA AND FORMAT FOR THE PREPARATION OF LEADERSHIP PERSONNEL (CFDA 84.325D) COMPETITION

Part III of the application form requires a narrative that addresses the selection criteria that will be used by reviewers in evaluating individual proposals. Applications are more likely to receive favorable reviews by panels when they are organized according to the format suggested below. This format was published in the FEDERAL REGISTER as an appendix to the program regulations, and it addresses all the selection criteria used to evaluate applications required by regulations. If you prefer to use a different format, you may wish to cross-reference the sections of your application to the selection criteria to be sure that reviewers are able to find all relevant information.

The selection criteria that will be used to evaluate applications submitted to the **Preparation of Leadership Personnel (CFDA 84.325D)** competition are the selection criteria for new grants required by the EDGAR general selection criteria menu. The maximum score for all of the criteria is 100 points (not including points for competitive preference).

An **abstract**, not to exceed one page, should precede the application narrative of all applications and it would be helpful if it included the following information: Purpose of the project; disability addressed by the project; age group (e.g., 0-3, preschool, elementary school, middle school, high school, secondary transition, and postsecondary); geography (e.g., rural, suburban, urban); severity (e.g., mild, moderate, and severe); proposed products; proposed outcomes; names/affiliations of key collaborators. It would be helpful if the abstract includes: (a) the title of the program, (b) the name of the Absolute Priority, and (c) the CFDA Number (e.g., 84.325D).

For Personnel Preparation applications, the abstract should also include, as appropriate, (a) the degree individuals receive upon completion of the program, (b) type of program offered, (c) number of students who receive support, and (d) percent of total annual funding designated for student support.

(a) Need for project. (10 points)

(1) The Secretary considers the need for the proposed project.

(2) In determining the need for the proposed project, the Secretary considers the following factors:

(i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses; or

(ii) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.

(b) Quality of project services. (35 points)

(1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The extent to which the professional development to be provided by the proposed project reflect up-to-date knowledge from research and effective practice;

(ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;

(iii) The extent to which the training or professional development services to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project; and

(iv) The extent to which the professional development to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(c) Quality of project personnel. (15 points)

(1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factor:

(i) The qualifications, including relevant training and experience, of key project personnel.

(d) Quality of the management plan. (10 points)

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project; and

(iii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(e) Adequacy of resources. (15 points)

(1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization;

(ii) The extent to which the budget is adequate to support the proposed project;

(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;

(iv) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits; and

(v) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

(f) Quality of project evaluation. (15 points)

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; and

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

PERSONNEL PREPARATION IN SPECIAL EDUCATION, EARLY INTERVENTION, AND RELATED SERVICES (CFDA 84.325K)

DEADLINE: 05/31/11

ABSOLUTE PRIORITY:

Background:

State demand for fully credentialed early intervention, special education, and related services personnel to serve infants, toddlers, and children with disabilities exceeds the available supply (Bruder, 2004a; Bruder 2004b; McLeskey & Billingsley, 2008; and McLeskey, Tyler & Flippin, 2004). For example, the existing 65 deaf or hard of hearing teacher preparation programs, generating teachers at their current rate, will not be able to adequately address the increasing number of students qualifying for such services. Personnel shortages can negatively impact the quality of services provided to infants, toddlers, and children with disabilities and their families when positions are not filled by fully credentialed personnel (McLeskey et.al, 2004).

Personnel preparation programs that prepare personnel to enter the fields of early intervention, special education, and related services with the necessary skills and knowledge to implement evidence-based practices are critical to meet the personnel shortages in the field. Federal support of personnel preparation programs is needed to increase the supply of personnel with the necessary skills and knowledge to successfully serve infants, toddlers, and children with disabilities and their families.

Priority:

The purpose of the Personnel Preparation in Special Education, Early Intervention, and Related Services priority is to improve the quality and increase the number of personnel who are fully credentialed to serve children, including infants and toddlers, with disabilities--especially in areas of chronic personnel shortage--by supporting projects that prepare early intervention, special education, and related services personnel at the associate, baccalaureate, master's, and specialist levels. In order to be eligible under this priority, programs must prepare and support scholars³⁸ to complete, within the project period of the grant, a degree, State certification, professional license, or State endorsement in early intervention, special education, or a related services field. Programs preparing scholars to be special education

³⁸For the purposes of this priority the term scholar means an individual who is pursuing a degree, license, endorsement, or certification related to special education, related services, or early intervention services and who receives scholarship assistance under section 662 of IDEA (see 34 CFR 304.3(g)).

paraprofessionals, assistants in related services professions (e.g., physical therapist assistants, occupational therapist assistants), or educational interpreters are also eligible under this priority.

Programs that provide an alternate route to certification or that support dual certification (special education and regular education) for teachers are eligible as well.

To be considered for funding under the Personnel Preparation in Special Education, Early Intervention, and Related Services absolute priority, applicants must meet the application requirements contained in the priority. All projects funded under this absolute priority also must meet the programmatic and administrative requirements specified in the priority. These requirements are as follows:

(a) Demonstrate, in the narrative section of the application under “Quality of Project Services,” how--

(1) Personnel preparation requirements and required coursework for the proposed program incorporate research-based practices that improve outcomes for children with disabilities (including relevant research citations);

(2) The program is designed to integrate coursework with practicum opportunities that will enhance the competencies of special education personnel to effectively--

(i) Serve and instruct children with disabilities;

(ii) Collaborate and work with regular education personnel;

(iii) Incorporate universal design for learning principles³⁹ into curricula and instructional practice;

(iv) Integrate instructional and assistive technologies into the delivery of services;

(v) Collect, analyze, and use data on early learning outcomes,⁴⁰ student achievement,⁴¹ or student growth⁴² in order to improve instructional practices and interventions; and

³⁹For purposes of this priority, the term universal design for learning has the meaning provided for the term under the Higher Education Act of 1965, as amended: “a scientifically valid framework for guiding educational practice that--(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (20 U.S.C. 1003(24)) For consistency across U.S. Department of Education programs, we use this definition for priorities that intend to prepare personnel to teach and work in schools and other settings.

⁴⁰For purposes of this priority, early learning outcomes are defined to include information on child development in the areas of physical well-being and motor development, social-emotional development, language and literacy development, and cognition and general knowledge, including early numeracy and early scientific development.

⁴¹For the purpose of this priority student achievement means--(a) For tested grades and subjects: (1) A student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across schools. (b) For non-tested grades and subjects: Alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

⁴²For the purposes of this priority student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

(vi) Support and work with parents and families of children with disabilities;

(3) The program prepares personnel to address the specialized needs of high-need children with disabilities.

Note: For the purpose of this priority, “high-need children with disabilities” refers to children (ages birth through twenty-one, depending on the State) who are eligible for services under IDEA, and who may be further disadvantaged and at risk of educational failure because they:

(1) are living in poverty, (2) are far below grade level, (3) are at risk of not graduating with a regular high school diploma on time, (4) are homeless, (5) are in foster care, (6) have been incarcerated, (7) are English learners, (8) are pregnant or parenting teenagers, (9) are new immigrants, (10) are migrant, or (11) are not on track to being college- or career-ready by graduation.

The program prepares personnel to work with this particular population by--

(i) Identifying the competencies needed by early intervention, special education, and related services personnel to work with high-need children with disabilities;

(ii) Preparing personnel to apply these competencies in a variety of settings, including in high-need LEAs,⁴³ high-poverty schools,⁴⁴ low-performing schools, including the persistently lowest-achieving schools,⁴⁵ and publically-funded preschool programs, including Head Start programs and early intervention programs serving children eligible for services under Part C, located within the geographic boundaries of a high-need LEA, as appropriate.

⁴³For purposes of this priority, the term high-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

⁴⁴For the purposes of this priority, the term high-poverty school means a school in which at least 50 percent of students are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act or in which at least 50 percent of students are from low-income families as determined using one of the criteria specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

⁴⁵For purposes of this priority, the term persistently lowest-achieving schools is defined according to the final requirements for School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA), which were published in the Federal Register on October 28, 2010 (75 FR 66363). According to Section I.A.3 of these requirements, the term “persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

(4) The program is designed to provide extended clinical learning opportunities,⁴⁶ field experiences, or supervised practica (such as an additional year), and ongoing high-quality mentoring and induction opportunities for scholars (as defined in 34 CFR 304.3(g));

(5) The preparation program will--

(i) Enable scholars to be highly qualified, in accordance with section 602(10) of the Individuals with Disabilities Education Act (IDEA) and 34 CFR 300.18, in the State(s) to be served by the applicant; and

(ii) Ensure that scholars are equipped with the knowledge and skills necessary to assist children in meeting State academic achievement standards; and

(6) The preparation program provides support to scholars through innovative strategies that are designed to enhance scholar retention and success in the program, such as using tutors or mentors or providing extended clinical learning opportunities or other field experiences.

(b) Include, in the narrative section of the application under "Quality of Project Evaluation," a clear, effective plan for evaluating project outcomes. This plan must include a description of how the project will—

(1) Collect and analyze data on scholars' competencies;

(2) Collect and analyze data on the quality of services provided by program graduates, including data on their students' outcomes (e.g., academic, social, emotional, behavioral) and growth; and

(3) Use the results and findings from this evaluation as a basis for improving the program for future scholars. Applicants also must clearly describe how the project will report these evaluation results to OSEP in the grantee's annual and final performance reports.

Note: Under this evaluation requirement, grantees are encouraged--but not required--to engage in data collection activities after the completion of the grant.

(c) Include, in the application appendix, all course syllabi, in their entirety, for the proposed preparation program and a logic model that depicts, at a minimum, the goals, activities, outputs, and outcomes of the proposed project. A logic model communicates how a project will achieve its outcomes and provides a framework for both the formative and summative evaluations of the project.

Note: The following Web sites provide more information on logic models:

www.researchutilization.org/matrix/logicmodel_resource3c.html and

www.tadnet.org/model_and_performance

⁴⁶For the purposes of this priority, the term clinical learning opportunities are a method of instruction for students to apply knowledge and skills in highly controlled or simulated situations to ensure that they possess needed skills and competencies prior to entering actual or typical environments with children with disabilities.

(d) Ensure that course syllabi for the preparation program incorporate research-based curriculum and pedagogy as required under paragraph (a) of this priority.

(e) Certify in the application that the applicant intends that all scholars recruited into the program will graduate from the program by the end of the grant's project period.

(f) Certify in the application that the institution will not require scholars recruited into the program to work as a condition of receiving a scholarship (e.g., as graduate assistants), unless the work is required to complete their preparation program. Please note that this prohibition on work as a condition of receiving a scholarship does not apply to the service obligation requirements in section 662(h) of IDEA.

(g) Meet the statutory requirements contained in section 662(e) through 662(h) of IDEA.

(h) Ensure that at least 65 percent of the total requested budget per year be used for scholar support.

(i) Budget for attendance at a three-day Project Directors' meeting in Washington, DC, during each year of the project.

(j) If the project maintains a Web site, include relevant information and documents in a form that meets government or industry-recognized standards for accessibility.

(k) Submit annual data on each scholar who receives grant support. Applicants are encouraged to visit the Personnel Development Scholar Data Report Web site at <http://oseppdp.ed.gov> for further information about this data collection requirement. Typically, data collection begins on or around November 1st of each year, and grantees are notified by e-mail about the data collection period for their grant. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590).

Focus Areas:

Within this absolute priority, the Secretary intends to support projects under the following five focus areas: (A) Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities; (B) Preparing Personnel to Serve School-Age Children with Low-Incidence Disabilities; (C) Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities; (D) Preparing Personnel in Minority Institutions to Serve Children, Including Infants and Toddlers, with Disabilities; and (E) Preparing Personnel to Provide Secondary Transition Services to School-Age Children with Disabilities.

Note: Applicants must identify the specific focus area (i.e., A, B, C, D, or E) under which they are applying as part of the competition title on the application cover sheet (SF form 424, line 4). Applicants may not submit the same proposal under more than one focus area.

Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities. OSEP intends to fund 9 awards under this focus area. For the purpose of Focus Area A, early intervention personnel are those who are prepared to provide services to infants and toddlers with disabilities ages birth to three, and early childhood personnel are those who are prepared to provide services to children with disabilities ages three through five (in States where the age range is other than ages three through five, we will defer to the State's certification for early childhood). In States where certification in early intervention is combined with certification in early childhood, applicants may propose a combined early intervention and early childhood personnel preparation project under this focus area. We encourage interdisciplinary projects under this focus area. For purposes of this focus area, interdisciplinary projects are projects that implement common core content and practicum experiences across disciplines for early intervention providers or early childhood special educators, and related services personnel to serve infants, toddlers, and preschool-age children with disabilities. Projects preparing only related services personnel to serve infants, toddlers, and preschool-age children with disabilities are not eligible under this focus area (see Focus Area C).

Focus Area B: Preparing Personnel to Serve School-Age Children with Low-Incidence Disabilities. OSEP intends to fund 11 awards in this focus area. For the purpose of Focus Area B, personnel who serve children with low-incidence disabilities are special education personnel, including paraprofessionals, prepared to serve school-age children with low-incidence disabilities including visual impairments, hearing impairments, simultaneous vision and hearing impairments, significant intellectual disabilities, orthopedic impairments, autism, and traumatic brain injury. Programs preparing special education personnel to provide services to visually impaired or blind children that can be appropriately provided in braille must prepare those individuals to provide those services in braille. Projects preparing educational interpreters are eligible under this focus area. Projects preparing other related services, speech and language, or adapted physical education personnel are not eligible under this focus area (see Focus Area C). Projects preparing special education, early intervention, or preschool personnel are not eligible under this focus area (see Focus Area A).

Focus Area C: Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities. OSEP intends to fund 9 awards in this focus area. Programs preparing related services personnel to serve children, including infants and toddlers, with disabilities are eligible within Focus Area C. For the purpose of this focus area, related services include, but are not limited to, psychological services, physical therapy (including therapy provided by personnel prepared at the Doctor of Physical Therapy (DPT) level), adapted

physical education, occupational therapy, therapeutic recreation, social work services, counseling services, audiology services (including services provided by personnel prepared at the Doctor of Audiology (DAud) level), and speech and language services. Preparation programs in States where personnel prepared to serve children with speech and language impairments are considered to be special educators are eligible under this focus area. Projects preparing educational interpreters are not eligible under this focus area (see Focus Area B).

Focus Area D: Preparing Personnel in Minority Institutions to Serve Children, Including Infants and Toddlers, with Disabilities. OSEP intends to fund 10 awards in this focus area. Programs

in minority institutions are eligible under Focus Area D if they prepare: (a) personnel to serve one or more of the following: infants, toddlers, and preschool-age children with disabilities; (b) personnel to serve school-age children with low-incidence disabilities; (c) personnel to provide related services to children, including infants and toddlers, with disabilities; or (d) personnel to provide secondary transition services to school-age children with disabilities. Minority institutions include institutions with a minority enrollment of 25 percent or more, which may include Historically Black Colleges and Universities, Tribal Colleges, and Predominantly Hispanic Serving Colleges and Universities. Programs in minority institutions preparing personnel in Focus Areas A, B, C, and E are eligible within Focus Area D. Programs that are preparing high-incidence special education personnel are not eligible under this priority (for the purpose of this priority “high-incidence disabilities” refers to learning disabilities, emotional disturbance, or intellectual disabilities). However, programs that are preparing high-incidence special education personnel are eligible under Absolute Priority 3 described elsewhere in this notice.

Note: A project funded under Focus Area D may budget for less than 65 percent, the required percentage, for scholar support if the applicant can provide sufficient justification for any designation less than this required percentage. Sufficient justification for proposing less than 65 percent of the budget for scholar support would include support for activities such as program development, program expansion, or the addition of a new area of emphasis. Some examples of projects that may be eligible to designate less than 65 percent of their budget for scholar support include the following:

(1) A project that is proposing to start a new program may request up to a year for program development and capacity building. In the initial project year, no scholar support would be required. Instead, a project could hire a new faculty member or a consultant to assist in program development.

(2) A project that is proposing to build capacity may hire a field supervisor so that additional scholars can be prepared.

(3) A project that is proposing to expand or add a new area of emphasis to the program may hire additional faculty or obtain other resources such as expert consultants, additional teaching supplies, or equipment that would enhance the program.

Note: Applicants proposing projects to develop, expand, or add a new area of emphasis to special education or related services programs must provide, in their applications, information on how these new areas will be sustained once Federal funding ends.

Focus Area E: Preparing Personnel to Provide Secondary Transition Services to School-Age Children with Disabilities. OSEP intends to fund 9 awards in this focus area. Programs that offer a sequence of career, vocational, or secondary transition courses and that enable personnel to meet State requirements for a credential or endorsement in secondary transition services for children with disabilities are eligible under Focus Area E. Eligible applicants must establish partnerships with the appropriate personnel in the institution's vocational rehabilitation counseling and career and technical education programs, if those programs are offered at the institution. Funds may be used to support faculty from those programs for their involvement in the activities outlined in this priority. Applicants must also provide documentation of the partnership in the form of a letter from the Dean or Department Chair. This letter must describe how the faculty from those programs will be involved in the partnership (e.g., involvement in the design and delivery of courses and the supervision of scholar practicum experiences).

Competitive Preference Priorities: Within this absolute priority, we give competitive preference to applications that meet one or more of the following priorities. For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority 1: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

Applicants that demonstrate an established relationship with one or more high-need LEAs (as defined in this absolute priority) or publically-funded preschool programs, including Head Start programs or early intervention programs serving children who are eligible for services under Part C of the IDEA, located within the geographic boundaries of a high-need LEA that will provide scholars with a high-quality practicum experience in a high-poverty school (as defined in this absolute priority), which may include a professional development school, or a publically-funded preschool program or early intervention program and provide opportunities for

research-based professional development on strategies to better serve high-need children with disabilities.

Competitive Preference Priority 2: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

In Focus Area D, applicants that document that they are institutions with minority enrollment of 50 percent or more.

Competitive Preference Priority 3: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

In Focus Areas A, B, C, and D, applicants that prepare personnel who work with children, including infants and toddlers, who are deaf or hard of hearing to teach them listening and spoken language skills.

Note: Five is the maximum amount of competitive preference points an applicant can receive. Applicants must include in the one-page abstract submitted with the application, a statement indicating which competitive preference priorities they have addressed.

References:

Bruder, M.B. (December, 2004a). The National Landscape of Early Intervention in Personnel Preparation Standards under Part C of the Individuals with Disabilities Education Act (IDEA). A.J. Pappanikou Center for Excellence in Developmental Disabilities, Farmington, CT. Available at:

http://www.uconnucedd.org/projects/per_prep/per_prep_resources.html

Bruder, M.B. (December, 2004b). The National Landscape of Early Intervention and Early Childhood Special Education: 619 Data Report. A.J. Pappanikou Center for Excellence in Developmental Disabilities, Farmington, CT. Available at:

http://www.uconnucedd.org/projects/per_prep/per_prep_resources.html

McLeskey, J. & Billingsley, B. (2008). How does the quality and stability of the teaching force influence the research-to-practice gap? Remedial and Special Education, 29 (5), 293-305.

McLeskey, J., Tyler, N., & Flippin, S.S. (2004). The supply and demand for special education teachers: A review of research regarding the chronic shortage of special education teachers. Journal of Special Education, 38 (1), 5-21.

PROGRAM AUTHORITY: 20 U.S.C. 1462 and 1481.

PERFORMANCE MEASURES: Under the Government Performance and Results Act of 1993 (GPRA), the Department has established a set of performance measures, including long-term measures, that are designed to yield information on various aspects of the effectiveness and quality of the Personnel Development to Improve Services and Results for Children with Disabilities Program. These measures include: (1) the percentage of projects that incorporate scientifically based practices into the curriculum; (2) the percentage of scholars who exit preparation programs prior to completion due to poor academic performance; (3) the percentage of scholars completing the IDEA-funded preparation programs who are knowledgeable and skilled in scientifically based practices for children, including infants and toddlers, with disabilities; (4) the percentage of degree or certification recipients who are working in the area(s) for which they were prepared upon program completion; (5) the percentage of degree or certification recipients who are working in the area(s) for which they were prepared upon program completion and are fully qualified under IDEA; (6) the percentage of program graduates who maintain employment for three or more years in the area(s) for which they were prepared and who are fully qualified under IDEA; and (7) the Federal cost per fully qualified degree/certification recipient.

Grantees may be asked to participate in assessing and providing information on these aspects of program quality.

ESTIMATED AVAILABLE FUNDS: We intend to use an estimated \$19,500,000 for the competitions announced in this notice. Please refer to the “Estimated Range of Awards” and “Maximum Award” columns of the chart on page A-34 for the estimated dollar amounts for individual competitions.

PROJECT PERIOD: Up to 60 months.

PAGE LIMITS: The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit Part III to the equivalent of no more than 50 pages for each absolute priority, using the following standards:

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- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, the references, or the letters of support. However, you must include all of the application narrative in Part III.

We will reject your application if--

- You apply these standards and exceed the page limit; or
- You apply other standards and exceed the equivalent of the page limit.

GENERAL REQUIREMENTS: (a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities (see section 606 of IDEA); and

(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects (see section 682(a)(1)(A) of IDEA);

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99; and (b) The selection criteria for this program are from 34 CFR 75.210.

ELIGIBLE APPLICANTS: Institutions of higher education.

For further information about this priority contact:

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SPECIAL EDUCATION PRESERVICE PROGRAM IMPROVEMENT GRANTS

(CFDA 84.325T)

DEADLINE: 05/31/11

Background:

State educational agencies (SEAs), institutions of higher education (IHEs), and local educational agencies (LEAs) consistently report that personnel preparation programs for kindergarten through grade 12 (K-12) special education teachers should be restructured or redesigned so that graduates of these programs meet the highly qualified teacher (HQT) requirements in the Individuals with Disabilities Education Act (IDEA). To accomplish this goal, personnel preparation programs must ensure that their graduates who expect to be providing instruction in a core academic subject are able to meet State special education certification or licensure requirements, as well as have the necessary content knowledge, consistent with the HQT requirements in IDEA.

In A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act (ESEA) (Blueprint),⁴⁷ the Department notes that “[r]esearch shows that top-performing teachers can make a dramatic difference in the achievement of their students, and suggests that the impact of being assigned to top-performing teachers year after year is enough to significantly narrow achievement gaps.” Reflecting this research, in both the Department’s Notice of Final Supplemental Priorities⁴⁸ and the Blueprint, the Department has called for evaluating teacher effectiveness using multiple measures, including, in significant part, the academic growth of a teacher’s students. High-quality information on teacher effectiveness that is based on multiple measures can be used to provide feedback to teachers for on-going improvement and support teachers’ access to effective preparation, on-going support, recognition, and the collaboration opportunities teachers need to succeed.

Priority:

The purpose of this priority is to support the improvement and restructuring (through expansion or redesign) of K-12 special education teacher preparation programs to ensure that program graduates meet the HQT requirements in IDEA and effectively serve children with high-incidence disabilities. For the purposes of this priority, the term high-incidence disabilities refers

⁴⁷The following Web site provides more information on A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act (ESEA): www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf

⁴⁸The following link provides more information on the Supplemental Priorities for Discretionary Grants, published in the Federal Register on December 15, 2010 (75 FR 78486): <http://edocket.access.gpo.gov/2010/pdf/2010-31189.pdf>.

to learning disabilities, emotional disturbance, or intellectual disabilities. In order to be eligible under this priority, applicants must currently prepare special education personnel (at the baccalaureate or master's level) to serve school-age children with high-incidence disabilities.

Note 1: This priority only supports the improvement or restructuring of existing programs for high-incidence personnel (for example, the expansion of a program for elementary school teachers to include a program for secondary school teachers serving children with high-incidence disabilities). This priority does not support the development of new programs for high-incidence personnel. In addition, this priority does not support the improvement of programs in IHEs that are preparing preschool teachers.

Note 2: No more than one cooperative agreement will be awarded under this priority per IHE during the five-year project period.

To be considered for funding under the Special Education Preservice Program Improvement Grants priority, applicants must meet the application requirements contained in the priority. All projects funded under the absolute priority also must meet the programmatic and administrative requirements specified in the priority. These requirements are as follows:

(a) Demonstrate, in the narrative section of the application under "Quality of Project Services," how--

(1) The first year of the project period will be used for planning an improved or restructured K-12 teacher preparation program that includes induction and mentoring for program participants in LEAs. The planning activities during the first year must include revising the curriculum, integrating evidence-based interventions that improve outcomes for children with high-incidence disabilities into the improved or restructured program (including providing research citations for those evidence-based interventions), and utilizing existing high-quality training resources on evidence-based interventions, such as those developed by OSEP-funded Centers (e.g., IDEA '04 and Research For Inclusive Settings Center for Training Enhancements (see www.iris.peabody.vanderbilt.edu); National Center on Response to Intervention (see www.rti4success.org)). Applicants must describe first-year activities, document the specific evidence-based interventions to be included in the improved or restructured program, and include a five-year timeline and implementation plan in their applications. This plan must describe the proposed project activities associated with implementation of the improved or restructured program. Implementation of the plan may not begin without approval from OSEP;

(2) The improved or restructured program is designed to integrate coursework with practicum opportunities that will enhance the competencies of beginning special education teachers to--

(i) Collaborate and work with regular education teachers and other personnel to:

(A) Provide effective services and instruction in academic subjects to children with high-incidence disabilities in K-12 regular education classrooms.

(B) Address the challenges of serving high-need children with disabilities;

Note: For the purpose of this priority, “high-need children with disabilities” refers to children (ages birth through twenty-one, depending on the State) who are eligible for services under IDEA, and who may be further disadvantaged and at risk of educational failure because they: (1) are living in poverty, (2) are far below grade level, (3) are at risk of not graduating with a regular high school diploma on time, (4) are homeless, (5) are in foster care, (6) have been incarcerated, (7) are English learners, (8) are pregnant or parenting teenagers, (9) are new immigrants, (10) are migrant, or (11) are not on track to being college- or career-ready by graduation.

(ii) Incorporate universal design for learning principles⁴⁹ into curricula and instructional practice;

(iii) Integrate instructional and assistive technologies into the delivery of services;

(iv) Collect, analyze, and use data, including data on student achievement⁵⁰ and student growth,⁵¹ to improve instructional practices and interventions; and

(v) Support and work with parents and families of children with disabilities;

(3) The improved or restructured program is designed to prepare special education teachers to address the specialized needs of high-need children with disabilities (as defined in this absolute priority) with high-incidence disabilities by identifying the competencies that special education teachers need to work effectively with this population;

⁴⁹For purposes of this priority, the term universal design for learning under the Higher Education Act of 1965, as amended: “a scientifically valid framework for guiding educational practice that--(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (20 U.S.C. 1003(24)). For consistency across U.S. Department of Education programs, we use this definition for priorities that intend to prepare personnel to teach and work in schools and other settings.

⁵⁰For the purpose of this priority student achievement means--(a) For tested grades and subjects: (1) A student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across schools. (b) For non-tested grades and subjects: Alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

⁵¹For the purposes of this priority student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

(4) The improved or restructured program is designed to provide extended clinical learning opportunities,⁵² field experiences, or supervised practica and ongoing high-quality mentoring and induction opportunities in local schools. Applicants also must demonstrate how they will utilize high-quality resources when designing the program to provide extended clinical learning opportunities, field experiences, or supervised practica (resources on these topics are available from the National Center to Inform Policy and Practice in Special Education Professional Development at www.ncipp.org);

(5) The improved or restructured program is designed to include field-based training opportunities in diverse settings including high-need LEAs,⁵³ high-poverty schools,⁵⁴ and low-performing schools, including the persistently lowest-achieving schools;⁵⁵

(6) The improved or restructured program will--

(i) Enable scholars⁵⁶ to be highly qualified, in accordance with section 602(10) of IDEA and 34 CFR 300.18, in the State(s) to be served by the applicant; and

(ii) Ensure that scholars are equipped with the knowledge and skills necessary to assist children in meeting State academic achievement standards;

⁵²For the purposes of this priority, clinical learning opportunities are a method of instruction for students to apply knowledge and skills in highly controlled or simulated situations to ensure that they possess needed skills and competencies prior to entering actual or typical environments with children with disabilities.

⁵³For purposes of this priority, the term high-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

⁵⁴For purposes of this priority, the term high-poverty school means a school in which at least 50 percent of students are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act or in which at least 50 percent of students are from low-income families as determined using one of the criteria specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data (www2.ed.gov/legislation/FedRegister/other/2010-4/121510b.html).

⁵⁵For purposes of this priority, the term persistently lowest-achieving schools is defined according to the final requirements for School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA), which were published in the Federal Register on October 28, 2010 (75 FR 66363). According to Section I.A.3 of these requirements, the term "persistently lowest-achieving schools" means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

⁵⁶For the purposes of this priority, the term scholar means an individual who is pursuing a baccalaureate or master's level degree related to special education.

(7) The improved or restructured program is designed to provide support systems (including tutors, mentors, and other innovative practices) to enhance retention in and successful completion of the program; and

(8) The improved or restructured program will be maintained once Federal funding ends.

(b) For programs that will be restructured to produce graduates who meet the HQT requirements for teachers who teach core academic subjects, applicants must establish partnerships with the appropriate academic departments. Funds may be used to support faculty from the academic departments for their involvement in the activities outlined in paragraph (a)(4) of this priority. To address this requirement, applications must--

(1) Describe how representatives of relevant academic departments with expertise in the core academic subjects being addressed in the application will be involved in the partnership;

(2) Provide evidence that such partnerships will include a permanent faculty member from the appropriate academic departments, who will be involved in developing the overall project and designing the curriculum used to prepare scholars in the particular core academic subject; and

(3) Provide evidence that permanent faculty members from the appropriate academic departments participated in the design of the program.

(c) Develop and implement a plan to ensure that program faculty have the necessary supports, knowledge, and skills to implement the new interventions and curriculum in the improved or restructured program.

(d) Include, in the narrative section of the application under "Quality of Project Evaluation," a clear plan for evaluating project outcomes. This plan must include a description of how the project will--

(1) Measure the extent to which evidence-based interventions are integrated within the program;

(2) Collect and analyze data on faculty members' implementation of the improved or restructured program;

(3) Collect and analyze data on scholars' competencies;

(4) Collect and analyze data on the quality of services provided by program graduates, including data on their students' outcomes (e.g., academic, social, emotional, behavioral) and student growth; and

(5) Use the results and findings from this evaluation as a basis for informing and validating any proposed changes to the improved or restructured program. Applicants also must clearly describe how the project will report these evaluation results to OSEP in the grantee's annual and final performance reports.

Note: Under this evaluation requirement, grantees are encouraged--but not required--to engage in data collection activities after the completion of the grant.

(e) Include, in the application appendix, all course syllabi, in their entirety, for the existing teacher preparation program and a logic model that depicts, at a minimum, the goals, activities, outputs, and outcomes of the proposed project. A logic model communicates how a project will achieve its outcomes and provides a framework for both the formative and summative evaluations of the project.

Note: The following Web sites provide more information on logic models:

www.researchutilization.org/matrix/logicmodel_resource3c.html and
www.tadnet.org/model_and_performance.

(f) Submit to the Department, at the end of the first year of the project period, revised syllabi for the improved teacher preparation program.

(g) Meet the statutory requirements in section 662(e) through 662(f) of IDEA.

(h) Budget for planning and improvement activities, including any activities to be performed by consultants. This priority does not provide financial support for scholars during any year of the project.

(i) Budget for attendance at a three-day Project Directors' meeting in Washington, DC, during each year of the project.

(j) If the project maintains a Web site, include relevant information and documents in a form that meets government or industry-recognized standards for accessibility.

Competitive Preference Priorities: Within this absolute priority, we give competitive preference to applications that address the following priority. For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority 1: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Collaborative Activities with an SEA or State Licensing Agency.

Applicants that document how the proposed project will collaborate with the SEA or State teacher licensing agency on issues of program improvement that affect teacher quality

and effectiveness. For purposes of this competitive preference priority, documentation must include at least a letter from both the Dean and Department Chair of the appropriate college or department that supports high-incidence special education teacher preparation and from the relevant SEA or State teacher licensing agency verifying their intent to collaborate to improve teacher quality and effectiveness. The letter must include examples of the methods to be used for collaboration (e.g., establishing a statewide consortium of teacher preparation programs for program improvement, program evaluation support, increasing the productivity of preparation programs, or other activities that would directly support program improvement of the project(s) within that State).

Competitive Preference Priority 2: Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets this priority.

This priority is:

Competitive Preference Points Based on Dual Certification (i.e., high-incidence disabilities and regular education).

Applicants with documentation that the improved or restructured program will prepare graduates to be dually certified in high-incidence disabilities and regular education. Documentation for purposes of this competitive preference priority must include a letter from both the Dean or Department Chair of the appropriate college or department that supports high-incidence special education teacher preparation and from the Dean or Department Chair of the appropriate college or department that prepares regular education teachers verifying their intent to collaborate to ensure that the improved or restructured program will prepare graduates to be dually certified in high-incidence disabilities and regular education. The letter must include a description of how the collaboration between colleges or departments will result in program graduates who are dually certified in both high-incidence disabilities and regular education (e.g., collaborate to provide clinical learning opportunities, field experiences, or supervised practica that focus on children both with and without high-incidence disabilities; collaborate to ensure the SEA or State teacher licensing agency will certify program graduates in both high-incidence disabilities and regular education).

Note: Five is the maximum amount of competitive preference points an applicant can receive. Applicants must include in the project abstract a statement indicating which competitive preference priorities they have addressed.

PROGRAM AUTHORITY: 20 U.S.C. 1462 and 1481.

PERFORMANCE MEASURES: Under the Government Performance and Results Act of 1993 (GPRA), the Department has established a set of performance measures, including long-term measures, that are designed to yield information on various aspects of the effectiveness and quality of the Personnel Development to Improve Services and Results for Children with Disabilities Program. These measures include: (1) the percentage of projects that incorporate scientifically based practices into the curriculum; (2) the percentage of scholars who exit preparation programs prior to completion due to poor academic performance; (3) the percentage of scholars completing the IDEA-funded preparation programs who are knowledgeable and skilled in scientifically based practices for children, including infants and toddlers, with disabilities; (4) the percentage of degree or certification recipients who are working in the area(s) for which they were prepared upon program completion; (5) the percentage of degree or certification recipients who are working in the area(s) for which they were prepared upon program completion and are fully qualified under IDEA; (6) the percentage of program graduates who maintain employment for three or more years in the area(s) for which they were prepared and who are fully qualified under IDEA; and (7) the Federal cost per fully qualified degree/certification recipient.

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(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects (see section 682(a)(1)(A) of IDEA);

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99; and (b) The selection criteria for this program are from 34 CFR 75.210.

ELIGIBLE APPLICANTS: Institutions of higher education (IHE). Note: For Special Education Preservice Program Improvement Grants, 84.325T, programs in IHEs that are preparing preschool teachers are not eligible to apply under that competition.

For further information about this priority contact:

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SELECTION CRITERIA AND FORMAT FOR THE PERSONNEL PREPARATION IN SPECIAL EDUCATION, EARLY INTERVENTION, AND RELATED SERVICES (CFDA 84.325K) AND THE SPECIAL EDUCATION PRESERVICE PROGRAM IMPROVEMENT GRANTS (CFDA 84.325T) COMPETITIONS

Part III of the application form requires a narrative that addresses the selection criteria that will be used by reviewers in evaluating individual proposals. Applications are more likely to receive favorable reviews by panels when they are organized according to the format suggested below. This format was published in the FEDERAL REGISTER as an appendix to the program regulations, and it addresses all the selection criteria used to evaluate applications required by regulations. If you prefer to use a different format, you may wish to cross-reference the sections of your application to the selection criteria to be sure that reviewers are able to find all relevant information.

The selection criteria that will be used to evaluate applications submitted to the **Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325K) and the Special Education Preservice Program Improvement Grants (CFDA 84.325T)** competitions are the selection criteria for new grants required by the EDGAR general selection criteria menu. The maximum score for all of the criteria is 100 points, not including points for competitive preference).

An abstract, not to exceed one page, must include: (a) the title of the program, (b) the name of the Absolute Priority, and (c) the CFDA Number (e.g., 84.325K; 84.325T). The abstract must precede the application narrative of all applications and must include the following information: Purpose of the project; disability areas addressed by the project; age group (e.g., 0-3, preschool, elementary school, middle school, high school, secondary transition, and postsecondary); geography (e.g., rural, suburban, urban); proposed outcomes; and names/affiliations of key collaborators.

The abstract must also include, as appropriate, (a) the degree or credential that individuals will receive upon completion of the program (e. g., State certification or licensure, State endorsement, professional licensure); (b) name of Focus Area, if applicable; (c) description of program offered (e. g., on-campus, off-campus, distance learning, Professional Development Schools, hybrid); (d) number of students who will complete the program; and (e) percent of total annual funding designated for student support, if applicable.

(a) Need for project (10 points)

- (1) The Secretary considers the need for the proposed project.
- (2) In determining the need for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses; and (5 points)
 - (ii) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated. (5 points)

(b) Quality of project services (30 points)

(1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The extent to which the personnel development to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; (6 points)

(ii) The extent to which the personnel development to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services; (6 points)

(iii) The extent to which the personnel development to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project; (6 points)

(iv) The extent to which the personnel development to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services; and (6 points)

(v) The extent to which the personnel development to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non project resources. (6 points)

(c) Quality of project personnel (10 points)

(1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (5 points)

(3) In addition, the Secretary considers the following factor:

(i) The qualifications, including relevant training and experience, of key project personnel. (5 points)

(d) Quality of the management plan (20 points)

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks; and (15 points)

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (5 points)

(e) Adequacy of resources (10 points)

(1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization; (4 points)

(ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project; (2 points)

(iii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits; and (2 points)

(iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (2 points)

(f) Quality of project evaluation (20 points)

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; (10 points)

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible; and (5 points)

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

GENERAL INFORMATION ON COMPLETING AN APPLICATION

GENERAL INFORMATION ON COMPLETING AN APPLICATION

Potential applicants frequently direct questions to officials of the Department regarding application notices and programmatic and administrative regulations governing various direct grant programs. To assist potential applicants, the Office of Special Education Programs staff have assembled the following most commonly raised issues. In general, this information applies to the grant competitions covered by this application package.

EXTENSION OF DEADLINES

Waivers for individual applications are not granted, regardless of the circumstances. Under very extraordinary circumstances a closing date may be changed. Such changes are announced in the *Federal Register*.

COPIES OF THE APPLICATION

Current Government-wide policy is that only an original and two copies need to be submitted. OSEP would appreciate receiving three additional copies to facilitate the peer review process. This would mean an original and two copies need to be submitted and we would appreciate your voluntarily submitting an additional three copies (six applications in all). Copies of the application may be bound, but it is not necessary or required. If bound, one copy should be left unbound to facilitate electronic scanning and any necessary reproduction. Applicants should not use colored paper, foldouts, photographs, or other materials that are hard to duplicate.

Please Note: If an application is recommended for funding and a grant award is issued, we will contact the applicant to request a copy of the application on a diskette or CD. The Department is moving toward an electronic grant filing system and an electronic copy of all applications that are being funded will facilitate this effort.

MAKING APPLICATIONS MORE ACCESSIBLE TO REVIEWERS WHO ARE BLIND OR HAVE LOW VISION

The Department will accept one copy of the application in an accessible format (i.e., IBM PC compatible WordPerfect or ASCII code diskette) along with the original and two print copies of the application. The accessible format copy can be used with available software to convert the text of the application into Braille, or with text to voice applications. If there are any differences in the print original provided on the disk and in print, the print original is assumed to be the correct version. Please note that it is not a requirement that one copy of the application be in an accessible format.

MISSED DEADLINES AND SUBMISSION UNDER OTHER COMPETITIONS

Should an application miss the deadline for a particular competition, it may be submitted to another competition. However, if an application is properly prepared to meet the specifications of one competition, it is extremely unlikely that it would be favorably evaluated under a different competition.

SUBMISSION TO MORE THAN ONE PROGRAM

Applications may be submitted to more than one Federal program if you are unsure of the most appropriate program. Each application should be prepared following the instructions for that particular program as closely as possible (which may require some reformulation). It is very helpful if each program is notified that an identical or similar application is being submitted to another program.

HELP PREPARING APPLICATIONS

We are happy to provide general program information. Clearly it would **not** be appropriate for staff to participate in the actual writing of an application, but we can respond to specific questions about our application requirements and evaluation criteria, or about the announced priorities. Applicants should understand that such previous contact is not required, nor does it guarantee the success of an application.

NOTIFICATION OF FUNDING

The time required to complete the evaluation of applications is variable. Once applications have been received staff must determine the areas of expertise needed to appropriately evaluate the applications, identify and contact potential reviewers, convene peer review panels, and summarize and review the recommendations of the review panels. You can expect to receive notification within 3 to 6 months of the application closing date, depending on the number of applications received and the number of competitions with closing dates at about the same time.

POSSIBILITY OF LEARNING THE OUTCOME OF REVIEW PANELS PRIOR TO OFFICIAL NOTIFICATION

Every year we are called by a number of applicants who have legitimate reasons for needing to know the outcome of the review prior to official notification. Some applicants need to make job decisions, some need to notify a local school district, etc. Regardless of the reason, we cannot share information about the review with **anyone** until the Assistant Secretary has approved a slate of projects recommended for funding. You will be notified as quickly as possible either by telephone (if your application is recommended for funding), or through a letter (if your application is not successful).

FORMAT FOR APPLICATIONS

The application narrative (Part III of the application form) should be organized to follow the exact sequence of the components in the selection criteria used to evaluate applications. (The selection criteria for the competitions covered by this packet are listed following the specific competition information in section "B" of this packet.) A table of contents, list of priority requirements, and an abstract (see page B-13) should precede the application narrative. If you prefer to use a different format, you may wish to cross-reference the sections of your application to the selection criteria to be sure that reviewers are able to find all relevant information.

To aid in screening and reviewing the application, applicants should list in Part II and prior to the abstract, all general, special, and other requirements for the priority and corresponding page number (s) where requirements are addressed within the application. Page limits do not apply to this list. (All requirements are found in each priority description included in this application package.) The format included below is an example of how you might provide this information in your application.

PAGE #	REQUIREMENTS
_____	(a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities. (See Section 606 of IDEA)
_____	(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects. (See Section 682(a)(1)(A) of IDEA)
_____	(c) Applicant must describe steps to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. (See Section 427, GEPA)
_____	(d) Projects funded under these priorities must budget for a three-day Project's Directors' meeting in Washington, D.C. during each year of the project.

PAGE LIMITS

Please note that all applications submitted under the competition in this application package must adhere to the Part III—Application Narrative page limit requirements that are specified under each priority/competition description. Your application should provide enough information to allow the review panel to evaluate the importance and impact of the project as well as to make knowledgeable judgments about the methods you propose to use (design, subjects, sampling procedures, measures, instruments, data analysis strategies, etc.). It is often helpful to have:

1. **Staff Vitae:** They should include each person's title and role in the proposed project and contain only information that is relevant to this proposed project's activities and/or publications. Vitae for consultants and Advisory Council members should be similarly brief.
2. **Instruments:** Except in the case of generally available and well known instruments.
3. **Agreements:** When the participation of an agency other than the applicant is critical to the project. This is particularly critical when an intervention will be implemented within an agency, or when subjects will be drawn from particular agencies. Letters of cooperation should be specific, indicating agreement to implement a particular intervention or to provide access to a particular group of students.

The items listed above are not included under page limits.

MAKING SURE APPLICATION IS ASSIGNED TO THE CORRECT COMPETITION

Applicants should clearly indicate in Item 11 on the application (SF Form 424) the CFDA number of the program priority (e.g., 84.325D, etc.) representing the competition in which the application should be considered. If this information is not provided, your application may inadvertently be assigned and reviewed under a different competition from the one you intended.

RETURN OF NON-FUNDED APPLICATIONS

We do not return original copies of applications. Thus, applicants should retain at least one copy of the application. Copies of reviewer comments will be mailed to all applicants.

PROPOSED STAFF AVAILABILITY TO PROJECT

For each staff person named in the application, please provide documentation of all internal and external time commitments. In instances where a staff person is committed on a federally supported project, please provide the project name, Federal office, program title, the project federal award number, and the amount of committed time by each project year. This information (e.g., Staff: Jane Doe; Project Name: Succeeding in the General Curriculum; Federal office: Office of Special Education Programs; Program title: Technology and Media Services for Individuals with Disabilities; Award number: H326A030002; Time commitments: Year 1—30%; Year 2—25% and Year 3—40%) can be provided as an Appendix to the application.

In general, we will not reduce time commitments on currently funded grants from the time proposed in the original application. Therefore, we will not consider for funding any application where key staff are bid above a time commitment level that staff have available to bid. Further, the time commitments stated in newly submitted applications will not be negotiated down to permit the applicant to receive a new grant award.

USE OF PERSON LOADING CHARTS

It is important for applicants to include proposed time commitments for all project personnel. Also, program officials and applicants often find person loading charts useful formats for showing project personnel and their time commitments to individual activities. A person loading chart is a tabular representation of major evaluation activities by number of days spent by each key person involved in each activity, as shown in the following example.

TABLE: PERSON LOADING CHART — TIME IN DAY(S) BY PERSON*

Activity	Time in Day(s) by Person			
	Person A	Person B	Person C	Person D
Library Research	0	0	0	0
Hire Staff	0	0	0	0
Prepare Materials	0	0	0	0
Train Raters	0	2	0	0
Data Collection	0	0	0	0
Data Analysis	0	0	0	0
Dissemination (manuscripts, etc.)	0	0	0	0

*Note: All figures represent FTE for the grant year.

DELIVERING/SENDING APPLICATIONS TO THE COMPETITION MANAGER

Applications can be mailed or hand delivered, or submitted electronically but in either case must go to the Application Control Center at the address listed in the Application Transmittal Instructions. Delivering or sending the application to the competition manager in the program office may prevent it from being logged in on time to the appropriate competition and may result in the application not being reviewed.

ALLOWED TRAVEL UNDER THESE PROJECTS

Travel is allowed if the travel specifically relates to the expressed goals of the project. Travel by students to further their education under the project's goals is also allowed. Travel to conferences is the travel item that is most likely to be questioned during negotiations. Such travel is sometimes allowed when it is for purposes of dissemination, when there will be results to be disseminated, and when it is clear that a conference presentation or workshop is an effective way of reaching a particular target group.

FUNDING OF APPROVED APPLICATIONS

It is often the case that the number of applications recommended for approval by the reviewers exceeds the dollars available for funding projects under a particular competition. When the panel reviews are completed for a particular competition, the individual reviewer scores and applications are ranked. The higher ranked, approved applications are funded first, and there are often lower ranked, approved applications that do not receive funding. Sometimes, one or two applications that are approved and fall next in rank order (after those projects selected for funding) are placed on hold. If dollars become available as a result of negotiations, or if a higher ranked applicant declines the award, the projects on hold may receive funding. If you receive a letter stating that you will not receive funding, then your project has neither been selected for funding nor placed on hold.

INDIRECT COST RATE

For competitions under the **Personnel Development to Improve Services and Results for Children with Disabilities** (84.325) program, the indirect cost rate may not exceed eight percent of the direct costs. Some or all of the grants awarded under this program have been designated training grants. The Education Department General Administrative Regulations (EDGAR) limit reimbursement of indirect costs under training grants to non-governmental grantees (subject to 34 CFR part 74). These grantees may recover indirect costs under training grants up to the grantee's actual indirect costs as determined by the grantee's negotiated indirect cost agreement or a maximum of 8% of a modified total direct costs, whichever is less.

Note: This limitation does not apply to State agencies, local governments or Federally-recognized Indian tribal governments. [§75.562(c)(2)]

Grantees charging indirect costs to an ED training grant at the 8% rate should have a negotiated rate with their *cognizant agency*, i.e., either the Federal agency from which it has received the most direct funding subject to indirect cost support, the particular agency specifically assigned cognizance by the Office of Management and Budget or the State agency that provides the most subgrant funds to the grantee.

Although applicants are not required to submit with their application a copy of their indirect cost agreement to claim the 8% rate for funding received in this program, they are required to have documentation available for audit that shows that their negotiated indirect cost rate is at least 8% [§75.563(d)].

Applicants should be aware that amounts representing the difference between the 8% rate and a greater indirect cost rate negotiated with a cognizant agency may **not** be charged to direct cost categories, used to satisfy matching or cost-sharing requirements, or charged to another Federal award. [§75.563(c)(3)]

Please remember, that recent changes in the indirect costs calculations now removes the cost for student support; traineeships, stipends, tuition, from the direct cost line item. Students' costs are not subject to indirect cost rates.

ISSUES RAISED DURING DISCUSSIONS PRIOR TO AWARD

If your application is recommended for funding, discussions may be held prior to award to clarify technical or budget issues. These are issues that have been identified during panel and staff review. Generally, technical issues are minor issues that require clarification. Alternative approaches may be presented for your consideration, or you may be asked to provide additional information or rationale for something you have proposed to do. Sometimes, concerns are stated as "conditions". These are concerns that have been identified as so critical that the award cannot be made unless those conditions are met. Questions are also raised about the proposed budget during the discussion phase. Generally, budget issues are raised because there is inadequate justification or explanation of the particular budget item, or because the budget item does not seem critical to the successful completion of the project. A Federal project officer will present

the issues to you and ask you to respond. If you do not understand the question, you should ask for clarification. In responding to discussion items you should provide any additional information or clarification requested. You may feel that an issue was addressed in the application. It may not, however, have been explained in enough detail to make it understood by reviewers, and more information should be provided. If you are asked to make changes that you feel could seriously affect the project's success, you may provide reasons for not making the changes, or provide alternative suggestions. Similarly, if proposed budget reductions will, in your opinion, seriously affect the proposed activities, you may want to explain why and provide additional justification for the proposed expenses. Your changes, explanations and alternative suggestions will be carefully evaluated by staff. In some instances, an applicant may again be contacted for additional information. An award cannot be made until all issues have been resolved and conditions met.

TREATING A PRIORITY AS TWO SEPARATE COMPETITIONS.

In the past, there have been problems in finding peer reviewers without conflicts of interest where applications are made by many entities throughout the country. The Standing Panel requirements also place additional constraints on the availability of reviewers. Therefore, The Department has determined that, for some discretionary priorities, applications may be ranked and selected for funding in two or more groups, which will ensure the availability of a much larger group of reviewers without conflicts of interest. This procedure will increase the quality, independence and fairness of the review process and will permit panel members to review applications under discretionary priorities to which they have also submitted applications.

SUCCESSFUL APPLICATIONS AND ESTIMATED/PROJECTED BUDGET AMOUNTS IN SUBSEQUENT YEARS

There is a maximum award amount specified for the priority/competitions included in this package. The Department rejects and does not consider an application that proposes a budget exceeding the maximum amount for any single budget period of 12 months for the priorities included in this package. Please refer to the priority description to determine the maximum award for any one particular competition. Since the yearly budgets for multi-year projects will be negotiated at the time of the initial award, applicants must include detailed budgets for each year of their proposed project. Generally, out-year funding levels most likely will not exceed 1st year budgets. However, budget modifications during the negotiation process, the findings from the previous year, or needed changes in the study design can affect your budget requirements in subsequent years, but in no case will out-year budgets exceed the maximum award amount.

REQUIREMENT TO REPORT THE RESULTS OF GRANT ACTIVITIES

The Department shall, where appropriate, require recipients of all grants, contracts and cooperative agreements under Part D of the *Individuals with Disabilities Education Act* to prepare reports describing their procedures, findings, and other relevant information. The Department shall require their delivery to the Department of Education and other networks as The Department may determine appropriate. (20 U.S.C. 1482)

DIFFERENCE BETWEEN A COOPERATIVE AGREEMENT AND A GRANT

A cooperative agreement is similar to a grant in that its principal purpose is to accomplish a public purpose of support or stimulation as authorized by a Federal statute. It differs from a grant in the sense that in a cooperative agreement substantial involvement is anticipated between the executive agency (in this case the Department of Education) and the recipient during the performance of the contemplated activity.

DIFFERENCE BETWEEN AN ABSOLUTE PRIORITY, AN INVITATIONAL PRIORITY, AND A COMPETITIVE PRIORITY

An absolute priority is a priority that an applicant must address in order to receive an award. If an applicant does not address an absolute priority, their application will be returned as being non-responsive to the priority.

An invitational priority is a priority that reflects a particular interest of the Department, and an applicant is encouraged to address the invitational priority along with the required absolute priority. However, an applicant choosing to address an invitational priority will not receive any competitive preference over other applications.

A competitive priority is like an invitational priority in that it reflects a particular interest of the Department, and an applicant is encouraged to address the competitive priority along with the required absolute priority. A competitive priority may be handled in one of two ways:

1. an application may be awarded additional points depending on how effectively it addresses the competitive priority; or
2. an application that meets a competitive priority may be selected over an application of comparable merit that does not address the competitive priority. The type of competitive priority for a particular competition is always included in the *Federal Register* announcement.

OBTAINING COPIES OF THE FEDERAL REGISTER, PROGRAM REGULATIONS AND FEDERAL STATUTES

Copies of these materials can usually be found at your local library. If not, they can be obtained by writing to:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Telephone: 202-512-1800

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's grant information web page which can be accessed on the Internet at: www.ed.gov/about/offices/list/ocfo/gcsindex.html

However, the official application notice for a discretionary grant competition is the notice published in the *Federal Register*.

APPLICATION TRANSMITTAL INSTRUCTIONS AND REQUIREMENTS FOR INTERGOVERNMENTAL REVIEW

APPLICATION TRANSMITTAL INSTRUCTIONS

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

APPLICATIONS SUBMITTED ELECTRONICALLY

You must submit your grant application through the Internet using the software provided on the Grants.gov Web site (<http://www.grants.gov>) by 4:30:00 p.m. (Washington, D.C. time) on the application deadline date.

If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

For more information on using Grants.gov, please refer to the Notice Inviting Applications that was published in the Federal Register, the e-application Submission Procedures and Tips document found in the application package instructions, and visit <http://www.grants.gov>

APPLICATIONS SENT BY MAIL (THROUGH THE U.S. POSTAL SERVICE OR COMMERCIAL CARRIER)

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate you voluntarily including an additional (Fill in #), copies of your application.

Please mail copies to:

U.S. Department of Education
LBJ Basement Level 1
Application Control Center
Attention: CFDA# 84.325D, 84.325K, or 84.325T
400 Maryland Avenue, SW
Washington, DC 20202 - 4260

You must show one of the following as proof of mailing:

- (1) A legibly dated U. S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Services.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with the local post office.

Applications Delivered by Commercial Carrier

Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under "Applications Sent by Mail," then follow the mailing instructions under the appropriate delivery method.

Applications Delivered by Commercial Carrier

All express mail carriers (including UPS, FED-E, DSL, etc.) must deliver packages to the LBJ mailroom.

U.S. Department of Education
LBJ Basement Level 1
Application Control Center
Attention: CFDA# 84.325D, 84.325K, or 84.325T
400 Maryland Avenue, SW
Washington, DC 20202 - 4260

APPLICATIONS DELIVERED BY HAND

You or courier must deliver the original and 2 copies requested of the application by 4:30 p.m. (Washington, DC time) on or before the deadline date. To help expedite our review of your application, we would appreciate you voluntarily including an additional 3 copies of your application.

Please hand deliver copies to:

U.S. Department of Education
Application Control Center
Attention: CFDA# 84.325D, 84.325K, or 84.325T
550 12th Street, SW
PCP - Room 7041
Washington, DC 20202-4260

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays and Federal holidays.

APPENDIX

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on state and local processes for state and local government coordination and review of proposed federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the state's process under Executive Order 12372. Applicants proposing to perform activities in more than one state should immediately contact the Single Point of Contact for each of those states and follow the procedure established in each of those states under the Executive order. A listing containing the Single Point of Contact for each state is included in this appendix.

In states that have not established a process or chosen a program for review, state, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from state, areawide, regional and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address:

The Secretary
EO 12372—CFDA 84.325D, 84.325K, or 84.325T [commenter must insert number—including
suffix letter, if any]
U.S. Department of Education, Room 7W301
400 Maryland Avenue, SW
Washington, DC 20202

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, D.C. time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

STATE SINGLE POINTS OF CONTACT (SPOCs)

It is estimated that in 2008 the federal government will outlay \$449 billion in grants to state and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on state and local processes for the coordination and review of proposed federal financial assistance and direct federal development. The order allows each state to designate an entity to perform this function. Below is the official list of those entities. For those states that have a home page for their designated entity, a direct link has been provided below by clicking on the state name.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within a state that does not have a SPOC, you may send application materials directly to a federal awarding agency

Contact information for federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance.

http://12.46.245.173/CFDA/appx4_web.pdf

or by state:

http://12.46.245.173/CFDA/appx4_web_state.pdf

STATE SINGLE POINTS OF CONTACT

ARKANSAS

Tracy L. Copeland
 Manager, State Clearinghouse
 Office of Intergovernmental Services
 Department of Finance and Administration
 1515 W. 7th Street, Room 412
 Little Rock, AR 72203
 TEL: (501) 682-1074
 FAX: (501) 682-5206
 E-mail: tracy.copeland@dfa.state.ar.us

CALIFORNIA

Grants Coordination
 State Clearinghouse
 Office of Planning and Research
 P.O. Box 3044, Room 222
 Sacramento, CA 95812-3044
 TEL: (916) 445-0613
 FAX: (916) 327-3018
 E-mail: State.clearinghouse@opr.ca.gov

DELAWARE

Jennifer L. Carlson
 Assoc. Fiscal & Policy Analyst
 Office of Management and Budget
 Budget Development, Planning & Administration
 Haslet Armory, Third Floor
 122 William Penn Street
 Dover, DE 19901 SLC D570E
 TEL: (302) 739-4206
 FAX: (302) 739-5661
 E-mail: jennifer.carlson@state.de.us

DISTRICT OF COLUMBIA

Donna Bexley
 DC Government Office of Partnerships
 and Grants Development
 441 4th Street, NW
 Washington, DC 20001
 TEL: (202) 727-6437
 FAX: (202) 727-1652
 E-mail: Donna.bexley@dc.gov

FLORIDA

Lauren P. Milligan
 Florida State Clearinghouse
 Florida Dept. of Environmental Protection
 3900 Commonwealth Boulevard
 Mall Station 47
 Tallahassee, FL 32399-3000
 TEL: (850) 245-2161
 FAX: (850) 245-2190
 E-mail: Lauren.Milligan@dep.state.fl.us

GEORGIA

Barbara Jackson
 Georgia State Clearinghouse
 270 Washington Street, SW, 8th Floor
 Atlanta, GA 30334
 TEL: (404) 656-3855
 FAX: (404) 656-7901
 E-mail: gach@mail.opb.state.ga.us

IOWA

Kathy Mable
 Iowa Department of Management
 State Capitol Building Room G12
 1007 E. Grand Avenue
 Des Moines, IA 50319
 TEL: (515) 281-8834
 FAX: (515) 242-5897
 E-mail: Kathy.Mable@iowa.gov

KENTUCKY

Lee Nalley
 The Governor's Office for Local Development
 1024 Capital Center Drive, Suite 340
 Frankfort, Kentucky 40601
 TEL: (502) 573-2382 Ext. 274
 Fax: (502) 573-1519
 E-mail: Lee.Nalley@ky.gov

STATE SINGLE POINTS OF CONTACT

MAINE

Joyce Benson
 State Planning Office
 184 State Street
 38 State House Station
 Augusta, ME 04333
 TEL: (207) 287-3261
 (direct): (207) 287-1461
 FAX: (207) 287-6489
 E-mail: joyce.benson@state.me.us

MARYLAND

Linda C. Janey, J.D.
 Director, Capital Planning and
 Development Review
 Maryland Department of Planning
 301 West Preston Street, Room 1104
 Baltimore, MD 21201-2305
 TEL: (410) 767-4490
 FAX: (410) 767-4480
 E-mail: linda@mail.op.state.md.us

MICHIGAN

William Parkus
 Southeast Michigan Council of Governments
 535 Griswold, Suite 300
 Detroit, MI 48226
 TEL: (313) 961-4266
 FAX: (313) 961-4869
 E-mail: parkus@semcog.org

MISSISSIPPI

Janet Riddell
 Clearinghouse Officer
 Department of Finance and Administration
 1301 Woolfolk Building, Suite E
 501 North West Street
 Jackson, MS 39201
 TEL: (601) 359-6762
 FAX: (601) 359-6758
 E-mail: JRiddell@dfa.state.ms.us

MISSOURI

Sara VanderFeltz
 Federal Assistance Clearinghouse
 Office of Administration
 Commissioner's Office
 Capitol Building, Room 125
 Jefferson City, MO 65102
 TEL: (573) 751-0337
 FAX: (573) 751-1212
 E-mail: sara.vanderfeltz@oa.mo.gov

NEVADA

Gosia Sylwesprzak
 Department of Administration
 Nevada State Clearinghouse
 Coordinator/SPOC
 209 E. Musser Street, Room 200
 Carson City, Nevada 89701
 TEL: (775) 684-0209
 FAX: (775) 684-0260
 E-mail: clearinghouse@budget.state.nv.us

NEW HAMPSHIRE

Amy Ignatius
 Acting Director, New Hampshire Office
 of Energy and Planning
 Attn: Intergovernmental Review
 Process, Mark Toussiant
 57 Regional Drive
 Concord, New Hampshire 03301-8519
 TEL: (603) 271-2155
 FAX: (603) 271-2615
 E-mail: irp@nh.gov

NEW YORK

Linda Shkrell
 Office of Public Security
 Homeland Security Grants Coordination
 633 3rd Avenue
 New York, NY 10017
 TEL: (212) 867-1289
 FAX: (212) 867-1725

STATE SINGLE POINTS OF CONTACT

NORTH DAKOTA

Jim Boyd
 ND Department of Commerce
 1600 East Century Avenue, Suite 2
 P.O. Box 2057
 Bismarck, ND 58502-2057
 TEL: (701) 328-2676
 FAX: (701) 328-2308
 E-mail: jboyd@state.nd.us

RHODE ISLAND

Bill McKenna
 Division of Planning
 One Capitol Hill
 Providence, Rhode Island 02908-5870
 TEL: (401) 222-6185
 FAX: (401) 222-2083
 E-mail: billm@doa.ri.gov

SOUTH CAROLINA

Jean Ricard
 Office of State Budget
 1201 Main Street, Suite 870
 Columbia, SC 29201
 TEL: (803) 734-1314
 FAX: (803) 734-0645
 E-mail: jricard@budget.sc.us

TEXAS

Denise S. Francis
 Director, State Grants Team
 Governor's Office of Budget and Planning
 P.O. Box 12428
 Austin, TX 78711
 TEL: (512) 305-9415
 FAX: (512) 936-2681
 E-mail: dfrancis@governor.state.tx.us

UTAH

Tenielle Young
 Utah State Clearinghouse
 Governor's Office of Planning
 and Budget Utah State Capitol Complex
 Suite E210, PO Box 142210
 Salt Lake City, UT 84114-2210
 TEL: (801) 538-1570
 FAX: (801) 538-1547
 E-mail: Tenielleyoung@utah.gov

WEST VIRGINIA

Bobby Lewis, Director
 Community Development Division
 West Virginia Development Office
 Building #6, Room 553
 Charleston, WV 25305
 TEL: (304) 558-4010
 FAX: (304) 558-3248
 E-mail: rlewis@wvdo.org

WISCONSIN

Division of Intergovernmental Relations
 Wisconsin Department of Administration
 101 East Wilson Street, 10th Floor
 P.O. Box 8944
 Madison, WI 53708
 TEL: (608) 266-7043
 FAX: (608) 267-6917
 E-mail: SPOC@doa.state.wi.us

AMERICAN SAMOA

Pat M. Galea'i
 Federal Grants/Programs Coordinator
 Office of Federal Programs
 Office of the Governor
 Department of Commerce
 American Samoa Government
 Pago Pago, AS 96799
 TEL: (684) 633-5155
 FAX: (684) 633-4195
 E-mail: pmgaleai@samoatelco.com

STATE SINGLE POINTS OF CONTACT

GUAM

Roland C.P. Villaverde
 Administrator
 Guam State Clearinghouse
 Office of I Segundo na Maga'láhen Guåhan
 Office of the Governor
 P.O. Box 2950
 Hågatña, Guam 96932
 TEL: (671) 475-9380 ext. 901
 FAX: (671) 477-2007
 E-mail: administrator@guamclearinghouse.com

NORTH MARIANA ISLANDS

Mr. Antonio S. Muna
 Special Assistant for Management
 Office of Management and Budget
 Office of the Governor
 Saipan, MP 96950
 TEL: (670) 664-2289
 FAX: (670) 327-2272
 E-mail: macaranas@yahoo.com

PUERTO RICO

Ing. David Rodríguez / Luz H. Olmeda
 Puerto Rico Planning Board
 Federal Proposals Review Office
 PO Box 41119
 San Juan, Puerto Rico 00940-1119
 TEL: 787-723-6190
 FAX: 787-722-6783
 E-mail: Olmeda_L@jp.gobierno.pr

VIRGIN ISLANDS

Debra Gottlieb (Acting Director)
 Director, Office of Management and Budget
 #41 Norre Gade Emancipation Garden
 Station, Second Floor
 Saint Thomas, Virgin Islands 00802
 TEL: (340) 774-0750
 FAX: (340) 776-0069
 E-mail: dbgottlieb@omb.gov.vi

Changes to this list can be made only after OMB is notified by a state's officially designated representative. E-mail messages can be sent to Hai_M._Tran@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
 Office of Management and Budget
 New Executive Office Building, Suite 6025
 725 17th Street, NW
 Washington, DC 20503

Please note: Inquiries about obtaining a federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the *Catalog of Federal Domestic Assistance* or CFDA (www.cfda.gov) and the Grants.gov Web site (www.grants.gov).

**NOTICE TO ALL APPLICANTS
ENSURING EQUITABLE ACCESS AND
APPLICATION FORMS AND INSTRUCTIONS**

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the *Improving America's Schools Act of 1994* (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **All applicants for new awards must include information in their applications to address this new provision in order to receive funding under this program.**

(If this program is a state-formula grant program, a state needs to provide this description only for projects or activities that it carries out with funds reserved for state-level uses. In addition, local school districts or other eligible applicants that apply to the state for funding need to provide this description in their applications to the state for funding. The state would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally-funded project or activity.

The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those

barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

OMB Control No. 1894-0005 (Exp. 01/31/2011)

ESTIMATED BURDEN STATEMENT FOR GEPA REQUIREMENTS

According to the *Paperwork Reduction Act of 1995*, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4537

APPLICATION FORMS AND INSTRUCTIONS

The application is divided into four parts. These parts are organized in the same manner that the submitted application should be organized. The list below provides a suggested order for the sections of the grant described on pages B-2 – B-39.

Part I: The Cover Sheet:

- SF 424 and ED supplement to the SF 424 and Instructions;
- Table of Contents.

Part II: Budget Information –

- Non-Construction Programs (ED Form 524) and Instructions;
- Budget Narrative Attachment Form (Budget Justification).

Part III: Application Narrative

- List of Priority Requirements
- ED Abstract Form (one-page)
- Project Narrative Attachment Form
- Other Narrative Attachment Form (suggested order):
 - Bibliography/References
 - Appendix A (See Dear Applicant Letter for description)
 - Resumes
 - Letters
 - Supplementary Information/Syllabi
 - Other Appendices

Part IV: Assurances and Certifications

- Assurances -- Non-Construction Programs (Standard Form 424B).
- Grants.gov Lobbying Form (Formerly ED Form 80-0013).
- Disclosure of Lobbying Activities.

Note: The Project Narrative Attachment Form in Part III should include the selection criteria, listed elsewhere in this document that will be used to evaluate applications submitted for this competition. The Narrative Section has a strict page limit (check the Page Limits section of this document for exact page limits for the competition to which you are applying).

An applicant may submit information on a photostatic copy of the application and budget forms, the assurances, and the certifications. However, the application form, the assurances and the certifications must each have an original signature. No grant may be awarded unless a completed application form has been received.

PART I: APPLICATION FOR FEDERAL ASSISTANCE (SF-424)

OMB Number: 4040-0004

Expiration Date: 03/31/2012

APPLICATION FOR FEDERAL ASSISTANCE—SF-424

***1. Type of Submission:**

- ☐ Preapplication
☐ Application
☐ Changed/Corrected Application

***2. Type of Application**

- ☐ New
☐ Continuation
☐ Revision

*If Revision, select appropriate letter(s):

*Other (Specify): _____

***3. Date Received:** _____

Completed by Grants.gov upon submission

4. Applicant Identifier: _____**5a. Federal Entity Identifier:** _____***5b. Federal Award Identifier:** _____**State Use Only:****6. Date Received by State:** _____**7. State Application Identifier:** _____**8. APPLICANT INFORMATION:*****a. Legal Name:*****b. Employer/Taxpayer Identification Number (EIN/TIN):*****c. Organizational DUNS:****d. Address:**

*Street 1: _____

Street 2: _____

*City: _____

County/Parish: _____

*State: _____

Province: _____

*Country: _____

*Zip / Postal Code: _____

e. Organizational Unit:

Department Name: _____

Division Name: _____

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: _____ *First Name: _____

Middle Name: _____

*Last Name: _____

Suffix: _____

Title: _____

Organizational Affiliation: _____

*Telephone Number: _____

Fax Number: _____

*E-mail: _____

APPLICATION FOR FEDERAL ASSISTANCE—SF-424

9. Type of Applicant 1: Select Applicant Type: _____

Type of Applicant 2: Select Applicant Type: _____

Type of Applicant 3: Select Applicant Type: _____

*Other (Specify): _____

***10 Name of Federal Agency: _____**
11. Catalog of Federal Domestic Assistance Number: _____

CFDA Title: _____

***12 Funding Opportunity Number: _____**

*Title: _____

13. Competition Identification Number: _____

Title: _____

14. Areas Affected by Project (Cities, Counties, States, etc.):

***15. Descriptive Title of Applicant's Project: _____**

Attach supporting documents as specified in agency instructions.

16. Congressional Districts Of:

*a. Applicant: _____

*b. Program/Project: _____

17. Proposed Project:

*a. Start Date: _____

*b. End Date: _____

18. Estimated Funding (\$):

*a. Federal: _____

*b. Applicant: _____

*c. State: _____

*d. Local: _____

*e. Other: _____

*f. Program Income: _____

*g. TOTAL: _____

***19. Is Application Subject to Review By State Under Executive Order 12372 Process?**
☐ a. This application was made available to the State under the Executive Order 12372 Process for review on _____

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372

***20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**
☐ Yes ☐ No

If "Yes", provide explanation and attach.

APPLICATION FOR FEDERAL ASSISTANCE—SF-424

21. *By signing this application, I certify:

- (1) To the statements contained in the list of certifications** and
- (2) That the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☐ I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions

Authorized Representative:

Prefix: _____

*First Name: _____

Middle Name: _____

*Last Name: _____

Suffix: _____

*Title: _____

*Telephone Number: _____

Fax Number: _____

*E-mail: _____

*Signature of Authorized Representative:
Completed by Grants.gov upon submission

*Date Signed:
Completed by Grants.gov upon submission

INSTRUCTIONS FOR THE SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as "Required" in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

<p>1. Type of Submission: (Required) Select one type of submission in accordance with agency instructions.</p> <ul style="list-style-type: none"> ▶ Pre-application ▶ Application ▶ Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date. 	<p>10. Name Of Federal Agency: (Required) Enter the name of the federal agency from which assistance is being requested with this application.</p>
<p>2. Type of Application: (Required) Select one type of application in accordance with agency instructions.</p> <ul style="list-style-type: none"> • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. <ul style="list-style-type: none"> A. Increase Award D. Decrease Duration B. Decrease Award E. Other (specify) C. Increase Duration 	<p>11. Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.</p>
<p>3. Date Received: Leave this field blank. This date will be assigned by the Federal agency..</p>	<p>12. Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.</p>
<p>4. Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.</p>	<p>13. Competition Identification Number/Title: Enter the competition identification number and title of the competition under which assistance is requested, if applicable.</p>
<p>5. a. Federal Entity Identifier: Enter the number assigned to your organization by the federal agency, if any.</p> <p>b. Federal Award Identifier: For new applications, enter NA. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.</p>	<p>14. Areas Affected By Project: This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.</p>
<p>6. Date Received by State: Leave this field blank. This date will be assigned by the state, if applicable.</p>	<p>15. Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.</p>
<p>7. State Application Identifier: Leave this field blank. This identifier will be assigned by the state, if applicable.</p>	<p>16. Congressional Districts Of: 16a. (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.</p>
<p>8. Applicant Information: Enter the following in accordance with agency instructions:</p> <p>a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov.</p> <p>b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.</p> <p>c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting www.Grants.gov.</p> <p>d. Address: Enter address: Street 1 (Required); city (Required);</p>	<p>17. Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.</p>
<p></p>	<p>18. Estimated Funding: (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. 'alue of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing ward, indicate only the amount of the change. For decreases, enclose re amounts in parentheses..</p>
<p></p>	<p>19. Is Application Subject to Review by State Under Executive Order 12372 Process? (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State</p>

<p>County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).</p> <p>e. Organizational Unit: Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.</p> <p>f. Name and contact information of person to be contacted on matters involving this application: Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.</p>	<p>20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include: but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.</p>																								
<p>9. Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.</p> <table border="0"> <tr> <td>A. State Government</td> <td>M. Nonprofit</td> </tr> <tr> <td>B. County Government</td> <td>N. Private Institution of Higher Education</td> </tr> <tr> <td>C. City or Township Government</td> <td>O. Individual</td> </tr> <tr> <td>D. Special District Government</td> <td>P. For-Profit Organization (Other than Small Business)</td> </tr> <tr> <td>E. Regional Organization</td> <td>Q. Small Business</td> </tr> <tr> <td>F. U.S. Territory or Possession</td> <td>R. Hispanic-serving Institution</td> </tr> <tr> <td>G. Independent School District</td> <td>S. Historically Black Colleges and Universities (HBCUs)</td> </tr> <tr> <td>H. Public/State Controlled Institution of Higher Education</td> <td>T. Tribally Controlled Colleges and Universities (TCCUs)</td> </tr> <tr> <td>I. Indian/Native American Tribal Government (Federally Recognized)</td> <td>U. Alaska Native and Native Hawaiian Serving Institutions</td> </tr> <tr> <td>J. Indian/Native American Tribal Government (Other than Federally Recognized)</td> <td>V. Non-US Entity</td> </tr> <tr> <td>K. Indian/Native American Tribally Designated Organization</td> <td>W. Other (specify)</td> </tr> <tr> <td>L. Public/Indian Housing Authority</td> <td></td> </tr> </table>	A. State Government	M. Nonprofit	B. County Government	N. Private Institution of Higher Education	C. City or Township Government	O. Individual	D. Special District Government	P. For-Profit Organization (Other than Small Business)	E. Regional Organization	Q. Small Business	F. U.S. Territory or Possession	R. Hispanic-serving Institution	G. Independent School District	S. Historically Black Colleges and Universities (HBCUs)	H. Public/State Controlled Institution of Higher Education	T. Tribally Controlled Colleges and Universities (TCCUs)	I. Indian/Native American Tribal Government (Federally Recognized)	U. Alaska Native and Native Hawaiian Serving Institutions	J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Non-US Entity	K. Indian/Native American Tribally Designated Organization	W. Other (specify)	L. Public/Indian Housing Authority		<p>21. Authorized Representative: To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)</p>
A. State Government	M. Nonprofit																								
B. County Government	N. Private Institution of Higher Education																								
C. City or Township Government	O. Individual																								
D. Special District Government	P. For-Profit Organization (Other than Small Business)																								
E. Regional Organization	Q. Small Business																								
F. U.S. Territory or Possession	R. Hispanic-serving Institution																								
G. Independent School District	S. Historically Black Colleges and Universities (HBCUs)																								
H. Public/State Controlled Institution of Higher Education	T. Tribally Controlled Colleges and Universities (TCCUs)																								
I. Indian/Native American Tribal Government (Federally Recognized)	U. Alaska Native and Native Hawaiian Serving Institutions																								
J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Non-US Entity																								
K. Indian/Native American Tribally Designated Organization	W. Other (specify)																								
L. Public/Indian Housing Authority																									

SUPPLEMENTAL INFORMATION REQUIRED FOR THE DEPARTMENT OF EDUCATION

1. Project Director:

Name: _____

Prefix: _____

*First Name: _____

Middle Name: _____

*Last Name: _____

Suffix: _____

Address

*Street1: _____

Street2: _____

*City: _____

County: _____

*State: _____

*Zip Code: _____

*Country: _____

*Phone Number (give area code): _____

Fax Number (give area code): _____

E-mail Address: _____

2. Applicant Experience:Novice Applicant?: Yes ☐ No ☐ Not applicable to this program ☐

3. Human Subjects Research:

Are any research activities involving human subjects planned at any time during the proposed project Period? Yes ☐ No ☐

Are ALL the research activities proposed designated to be exempt from the regulations? Yes ☐ No ☐ Provide Exemption(s) #: _____
Provide Assurance #, if available: _____

Please attach an explanation narrative: _____

INSTRUCTIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

1. **Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.
2. **Novice Applicant.** Check “Yes” or “No” only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank**.

Check “Yes” if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled “Definitions for Department of Education Supplemental Information for SF 424.” By checking “Yes” the applicant certifies that it meets these novice applicant requirements. Check “No” if you do not meet the requirements for novice applicants.

3. **Human Subjects Research.** (See I. A. “Definitions” in attached page entitled “Definitions for Department of Education Supplemental Information for SF 424.”)

If Not Human Subjects Research. Check “No” if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research. Check “Yes” if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check “Yes” even if the research is exempt from the regulations for the protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

- 3a. **If Human Subjects Research is Exempt from the Human Subjects Regulations.** Check “Yes” if all the research activities proposed are designated to be exempt from

the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. “Exemptions.” In addition, follow the instructions in II. A. “Exempt Research Narrative” in the attached page entitled “Definitions for Department of Education Supplemental Information Form SF 424.”

- 3a. **If Human Subjects Research is Not Exempt from Human Subjects Regulations.** Check “No” if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. “Nonexempt Research Narrative” in the page entitled “Definitions for Department of Education Supplemental Information Form SF 424

- 3a. **Human Subjects Assurance Number.** If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter “None.” In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

NOTE ABOUT

INSTITUTIONAL REVIEW BOARD APPROVAL.

ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

PAPERWORK BURDEN STATEMENT

According to the *Paperwork Reduction Act of 1995*, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
Washington, DC 20202-4700

If you have comments or concerns regarding the status of your individual submission of this form write directly to:

Joyce I. Mays
Application Control Center
U.S. Department of Education
550 12th St. SW, Room PCP 7076
Washington, DC 20202-4260

DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

(Attachment to Instructions for Supplemental Information for SF 424)

DEFINITIONS

Novice Applicant (See 34 CFR 75.225).

For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a

systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” (1) *If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met.* (2) *If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

- (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]
- (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

- (4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- (5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.
- (6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by

ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

- (1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable
- (2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.
- (3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.
- (4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and

seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

- (5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.
- (6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.
- (7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from:

Grants Policy and Oversight Staff
Office of the Chief Financial Officer
U.S. Department of Education
Washington, DC 20202-4250

Telephone: 202-245-6120

and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site:

www.ed.gov/about/offices/list/OCFO/humansub.html

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

PART II: BUDGET INFORMATION (FORM 524)
**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

 OMB Control Number: 1894-0008
 Expiration Date: 03-28-2011

Name of Institution/Organization: _____

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____ Yes ____ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ____/____/____ To: ____/____/____ (mm/dd/yyyy)

Approving Federal agency: ____ ED ____ Other (please specify): _____

(3) For Restricted Rate Programs (check one) — Are you using a restricted indirect cost rate that:

____ Is included in your approved Indirect Cost Rate Agreement? or ____ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____%

Name of Institution/Organization:	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE
(see instructions)

ED 524

INSTRUCTIONS FOR ED FORM 524

GENERAL INSTRUCTIONS

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. Please consult with your Business Office prior to submitting this form.

SECTION A: BUDGET SUMMARY — U.S. DEPARTMENT OF EDUCATION FUNDS

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office.

- (1) Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.
- (2) If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check "Other," specify the name of the Federal agency that issued the approved agreement.
- (3) If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

SECTION B: BUDGET SUMMARY — NON-FEDERAL FUNDS

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

- Lines 1-11, columns (a)-(e):** For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.
- Lines 1-11, column (f):** Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.
- Line 12, columns (a)-(e):** Show the total matching or other contribution for each project year.
- Line 12, column (f):** Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

SECTION C: BUDGET NARRATIVE

[Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
3. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's Web site at:

www.ed.gov/fund/grant/apply/appforms/appforms.html.

You may also contact 202-377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

4. Provide other explanations or comments you deem necessary.

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0004**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
Washington, DC 20202-4651

If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

(insert program office)
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

PART III: APPLICATION NARRATIVE

This narrative section of the application requires applicants to address the selection criteria that will be used by reviewers in evaluating individual applications. Please refer to the “Selection Criteria and Format” sections in this package for the competition to which you wish to submit an application.

Also, all of the competitions covered by this package have page limitations for the application narrative. Please refer to the “Page Limits” information for the competition to which you wish to submit an application.

PART IV: ASSURANCES AND CERTIFICATIONS

ASSURANCES —NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646), which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97) Back

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

TITLE

APPLICANT ORGANIZATION

DATE SUBMITTED

OMB Approval No. 0348-0040

CERTIFICATION REGARDING LOBBYING

CERTIFICATION FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (2) If any funds other Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form—LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form—LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization

Printed Name of Authorized Representative

Printed Title of Authorized Representative

Signature

Date

ED80-0013

08/05
Approved by OMB 0348-0046

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application b. initial award c. post-award	3. Report Type: a. initial filing b. material change For material change only: Year: _____ quarter: _____ Date of last report: _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if Known: _____ Congressional District, if known: _____	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: _____ Congressional District, if known: _____	
6. Federal Department/Agency: _____	7. Federal Program Name/Description: _____ _____ CFDA Number, if applicable: _____	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i> _____	10. b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i> _____	
11. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____	
Federal Use Only	Authorized for Local Reproduction Standard Form — LLL (Rev. 7-97)	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title and telephone number.

PAPERWORK REDUCTION ACT STATEMENT

According to the *Paperwork Reduction Act*, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to:

Office of Management and Budget
Paperwork Reduction Project (0348-0046)
Washington, DC 20503

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

PURPOSE

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

INSTRUCTIONS FOR SUBMITTING THE SURVEY

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: _____

Applicant's DUNS Number: _____

Federal Program: _____ **CFDA Number:** _____

- | | | | | | | | | | | | | | |
|--|--|-------------------------------------|--------------------------------|------------------------------|---------------------------------|-------------------------------|-----------------------------------|--|--|--|--|--|--|
| <p>1. Has the applicant ever received a grant or contract from the Federal government?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Is the applicant a faith-based organization?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3. Is the applicant a secular organization?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4. Does the applicant have 501(c)(3) status?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>5. Is the applicant a local affiliate of a national organization?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6. How many full-time equivalent employees does the applicant have?
(Check only one box).</p> <table border="0"><tbody><tr><td><input type="checkbox"/> 3 or Fewer</td><td><input type="checkbox"/> 15-50</td></tr><tr><td><input type="checkbox"/> 4-5</td><td><input type="checkbox"/> 51-100</td></tr><tr><td><input type="checkbox"/> 6-14</td><td><input type="checkbox"/> over 100</td></tr></tbody></table> <p>7. What is the size of the applicant's annual budget? (Check only one box.)</p> <table border="0"><tbody><tr><td><input type="checkbox"/> Less Than \$150,000</td></tr><tr><td><input type="checkbox"/> \$150,000–\$299,999</td></tr><tr><td><input type="checkbox"/> \$300,000–\$499,999</td></tr><tr><td><input type="checkbox"/> \$500,000–\$999,999</td></tr><tr><td><input type="checkbox"/> \$1,000,000–\$4,999,999</td></tr><tr><td><input type="checkbox"/> \$5,000,000 or more</td></tr></tbody></table> | <input type="checkbox"/> 3 or Fewer | <input type="checkbox"/> 15-50 | <input type="checkbox"/> 4-5 | <input type="checkbox"/> 51-100 | <input type="checkbox"/> 6-14 | <input type="checkbox"/> over 100 | <input type="checkbox"/> Less Than \$150,000 | <input type="checkbox"/> \$150,000–\$299,999 | <input type="checkbox"/> \$300,000–\$499,999 | <input type="checkbox"/> \$500,000–\$999,999 | <input type="checkbox"/> \$1,000,000–\$4,999,999 | <input type="checkbox"/> \$5,000,000 or more |
| <input type="checkbox"/> 3 or Fewer | <input type="checkbox"/> 15-50 | | | | | | | | | | | | |
| <input type="checkbox"/> 4-5 | <input type="checkbox"/> 51-100 | | | | | | | | | | | | |
| <input type="checkbox"/> 6-14 | <input type="checkbox"/> over 100 | | | | | | | | | | | | |
| <input type="checkbox"/> Less Than \$150,000 | | | | | | | | | | | | | |
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| <input type="checkbox"/> \$1,000,000–\$4,999,999 | | | | | | | | | | | | | |
| <input type="checkbox"/> \$5,000,000 or more | | | | | | | | | | | | | |

SURVEY INSTRUCTIONS ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

- | | |
|---|---|
| 1. Self-explanatory. | 5. Self-explanatory. |
| 2. Self-identify. | 6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate. |
| 3. Self-identify. | |
| 4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not. | 7. Annual budget means the amount of money your organization spends each year on all of its activities. |

PAPERWORK BURDEN STATEMENT

According to the *Paperwork Reduction Act of 1995*, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0014. The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.

DUNS NUMBER INSTRUCTIONS

D-U-N-S No.

Please provide the applicant's D-U-N-S Number. You can obtain your D-U-N-S Number at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/>

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million companies worldwide.

GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT

If you fail to receive the notification of application within fifteen (15) days from the closing date, call:

U.S. Department of Education
Application Control Center

202-245-6288

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page: www.ed.gov